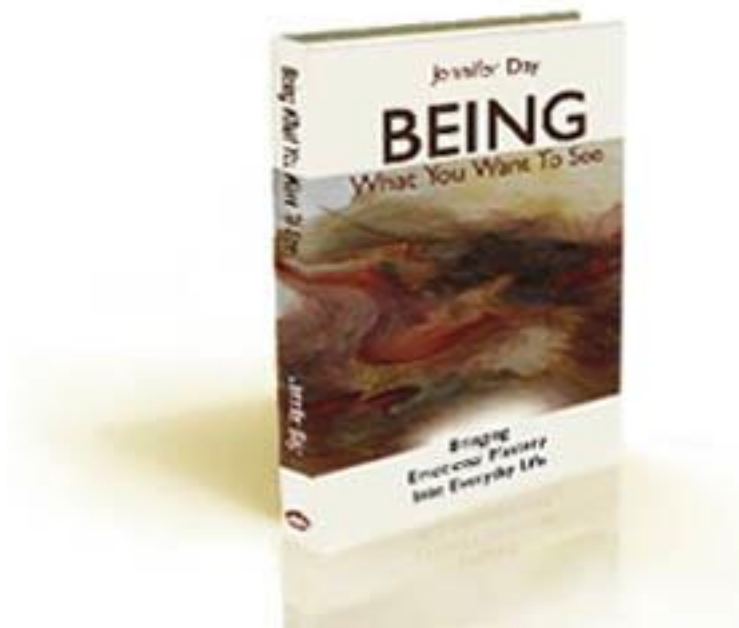


Rites of Passage for Emotional Growth

excerpt from

BEING

What You Want To See



Bringing Emotional Mastery
into Daily Life

By
Jennifer Day
Illustrations by Tammy Day

© 2007 & 2015 Jennifer Day All Rights Reserved.

Cover design by Tammy Day

Illustrations © 2007 & 2015 Tammy Day

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the written permission of the author.

First published by Shinnyo-en Foundation San Francisco, California, USA

ISBN: 978-159858-477-6

Library of Congress Control Number: 2008926343

EXCERPTCHAPTER 16***Rites of Passage for Emotional Growth***

“The familiar horizon has been outgrown; the old concepts, ideals and emotional patterns no longer fit; the time for the passing of a threshold is at hand.” Joseph Campbell

There are many times throughout someone’s life when significant changes occur; beginning school; puberty; graduation; leaving home; first job; marriage; birth of a new child; moving home; change of career or job; retirement; etc. etc. Changes that are not so pleasant also have great significance, such as divorce, illness, or the death of a loved one. Then there are the changes we make through purposeful growth and self-improvement; inner changes that often have a transformational effect on our lives. Unfortunately, our time-honored traditions of marking and grounding such changes through various rites of passage have been sadly neglected in modern industrialized society, to the point of near extinction. Even formalized traditions such as religious baptism, confirmation, the wedding ceremony and graduation tend to be given less and less significance in our social structure. However, the *need* for ritualized celebratory markings of life transitions has not disappeared, particularly amongst the adolescent population. Inherent as this need appears to be in our very cells, young adults will subconsciously seek the ritual marking of their growth – and the community that is needed to support it – in social peer groups, often ‘underground’. This need is seen in the prolific increase in youth street gangs and activities such as initiation ceremonies.

Present in all indigenous cultures and traditional societies rites of passage are both developmental and transformational in nature, recognizing as they do the human need to mark the passages from one stage of life to the next; grounding the learning acquired from the old stage and facilitating an opening for growth into the new stage. They involve structured ceremony, ritual and celebration, and are usually cultural specific. Traditionally, rites of passage promote a strong sense of belonging, supported and carried out as they are by a group, extended family or community. For the transition from childhood into adulthood, these rites are particularly significant, giving young people a fuller realization of the responsibilities of

adulthood and their place in the community than they have previously held, and a deeper sense of life's purpose and meaning!

A couple of decades ago, it was estimated that more than 85% of all human beings throughout time had experienced a formal rite of passage. Fortunately, rites of passage *are* gradually being re-introduced into today's society. As we are becoming more aware of their intrinsic value and their importance in our growth and development, slowly but surely they are being re-introduced into our lives. Since the 1970's, organizations and individuals have been researching and studying indigenous rites of passage, and developing equivalent processes, such as vision quests, for the benefit of youth and adults. Some of the facilitated rites of passages offered in the 'western' world are grounded in a specific cultural tradition – such as West African, Native American, or Australian Aboriginal – while others have been adapted to suit the western culture in which they are offered. Common to most of them, is the awareness of a basic structure inherent within all indigenous rites of passage; the releasing or letting go of one's 'old life stage', the moving across the threshold of the unknown, and making a transition into a 'new life stage'.

All worthwhile rites of passage enable the individual 'passager' to negotiate their personal transition with new meaning and purpose, often finding hidden gifts within their challenges, latent resources within themselves. Although most commonly associated with Coming of Age or the entry into adulthood, rites of passage offer meaning to people at any transition or stage of life.

rites of passage

THE THREE ELEMENTS

1. THE OLD – Honoring and letting go of the past
2. THE UNKNOWN – A challenge or challenges, taking the passager out of their comfort zone, to allow for the access of hidden inner resources and insights; often likened to a 'Vision Quest'
3. THE NEW – Recognizing and celebrating the new and discovered

Christopher's Rite of Passage

Christopher was soon to be 13, a classic age for a rite of passage – and he wanted one! Many things had changed in Christopher’s life leading up to his 13th birthday, not least of which was his attitude to his younger brother. Ever since he could remember, Joshua had irritated him, and he had spent considerable time and energy trying to make this little brother go away. Bullying was his primary method, and it was only during the course of a number of counseling sessions and a considerable shift in the family dynamics that his awareness of the inappropriateness of his behavior resulted in a conscious choice to change. Step by step, he began to learn to change his bullying behaviour, primarily by learning to change the way he felt when ‘driven’ to bully; changing his own internal, emotional state. When he took charge of his own emotional state – the way he was feeling – it seemed much easier to control his behaviour. His efforts were rewarded with great improvements in his relationship with Joshua, to everyone’s delight!

Christopher had two major goals that year; to change his behaviour towards his brother AND to learn to better manage his school & homework. His parents, Mike and Clare, had hired a tutor to help him, but at the expense of a cessation in his riding schedule –Christopher had previously been helping out at the local riding stables in return for time to ride. This ‘consequence’ for not doing his homework was a painful lesson for Christopher because he absolutely adored ‘his’ horses. The unexpected bonus however, came when he discovered that his increased emotional management abilities made his ability to focus and to learn much easier, and soon the tutor his parents had hired was just about out of a job!

By the end of the school year Christopher had finally caught up in his schoolwork and was back to horse riding, and most importantly his attitude towards his brother had significantly changed. The considerable changes in Christopher’s behavior were cause for celebration. Even more importantly, these changes were ones he and his family wanted to ensure were here to stay, and so needed consolidating. To this end we agreed it would be both timely and appropriate to create a rite of passage, one he could use to really and truly anchor the new behaviours into his life.

We began by sitting down together, Christopher, Mike, Clare, and myself, to discuss the format of a rite of passage and what Christopher wanted it to consist of. Christopher’s role in the design of his own passing process was significant, for who knew better than him which mediums he best expressed himself through? Giving him a voice in his own process was also vital in empowering him to be responsible for his own life’s choices. The only aspect of the rite of passage design in which he wasn’t 100% involved was the aspect of the Unknown. Implicit

in this aspect of a passage is the unpredictability, the unexpected, so in order to retain its effectiveness any planning that the passenger participates in here should be minimal. Unlike many young people, Christopher quickly grasped this concept and was so keen to experience a truly authentic rite of passage that he readily agreed to allow us to design the Unknown aspect of his rite of passage. The other two aspects however, he approached with boundless enthusiasm!

CHRISTOPHER'S GIFTS

First we looked at Christopher's 'gifts', his favorite modes of expression. Christopher was a consummate doodler and loved to draw cartoons, which he would do all day given half a chance! He also loved horses and excelled at riding them, seeming to have an innate knack for communicating silently with whichever mount he found himself in the presence of. In addition, he enjoyed the outdoors, most particularly trees and woodlands. We concluded that Christopher's gifts – the talents he would use to express himself within his rite of passage – were: Art & cartoons, horse riding and negotiating the outdoors. We arranged to 'borrow' Christopher's favorite horse Sabre for the event.

THE OLD

Christopher decided that 'the old' – the behaviours he was leaving behind – would be represented in two different ways:

- 1. By creating a cartoon strip of himself bullying Joshua, and*
- 2. By creating a life size paper-mache model of himself – just a few inches smaller and wearing clothes Christopher had recently grown out of – with an angry, bullying facial expression. This model would have all the negative feelings Christopher associated with his bullying written on its body; irritated, impatient, grumpy, mean, bullish, jealous, lazy, resentful.*

He wanted to have a bonfire by the river, near a tree. He would hang the model up in the tree and step out from behind it to greet us all on our arrival. Then he would share the cartoon with us and tell us of his discovery that resentment and bullying, feelings of meanness and jealousy, were all energies in his body that he wanted to transform into another form of energy. On that note, he would cut down the model in the tree and throw it onto the fire stating out loud; 'I am letting this old negative energy go – to transform itself into something positive!' We would all then silently watch the model burn. Christopher would invite anyone present who wished to let go of any negative energy in their life to do so, by writing it down on a piece of paper and

tossing it into the fire. We would all watch all the paper burn and transform in the fire, and finally Christopher would throw in his cartoon strip, ceremoniously releasing the bully within him. When this ritual was complete, Christopher would collect his pre-packed back-pack, go to the horse Sabre tethered nearby, mount it and ride off into the unknown!

THE UNKNOWN

Our plan for this next aspect was based on a combination of factors, including allowing Christopher to use his innate abilities while facilitating him to face his fears in order to discover his own hidden resources and emerge into the 'new' Christopher we (and he) now knew him to be.

According to Christopher's wishes, we designed it to be in the form of a treasure hunt. Under the horse's saddle would be a note instructing him to ride through the woods and into a valley – about 3 miles – until he came to another part of the river and a swimming hole he knew from a family camping trip some two years previously. There he would see a brown metal box within which he would find his next instructions. These instructions would guide him to a tent and sleeping bag and a few basic provisions, suggesting where he might set up camp for the night. As he had spent considerable time with his counselor learning to meditate, it was suggested he meditate under the stars before going to sleep. He would remain alone all night, something he had never experienced even at home, far less out in nature, miles away from all that is familiar to him. This would be a huge test for him, and indeed for any 13 year-old. (Unbeknownst to Christopher, his uncle John was camping about two hundred yards away on slightly higher ground, where he could see Christopher through binoculars. This was done only as an obvious safety precaution, and it was vital that Christopher not be aware of it.)

In the morning he would receive further instructions by riding to a clearing with a large oak tree on the other side of the river. Upon his arrival there he would find his younger brother Joshua awaiting him, with his dog and a letter. - Joshua had happily agreed to participate without letting Christopher know, showing an understanding beyond his years of the process Christopher was going through. – The letter would explain to Christopher that, as an important part of the grounding of his change, he would be required to take care of his brother and the dog, leading them out of the valley by following a path along the river, a path none of them had ever taken. This would require Christopher to really keep his wits about him, and to manage his emotions and newly acquired maturity in handling his brother. After a two-mile hike they would arrive at a small waterfall at another clearing, where we would be waiting for them in readiness for the final aspect of Christopher's rite of passage.

THE NEW

It was 9:15 am and we sat in a semi-circle in the slightly damp grass, eagerly awaiting Christopher's and Joshua's arrival.

It seemed that the entire rite of passage (and its planning) had been as much of a growth process for Christopher's parents as it had been for Christopher himself! Both parents had been pretty teary during the 'letting go' ceremony. Clare had experienced a particularly hard time watching Christopher ride off into the distance towards the unknown and had been especially incensed that afterwards, Mike had not only had a good night's sleep – something completely beyond her maternal worrying state – but that 'He actually snored!'. As we now waited patiently, Mike was finally experiencing his concerns, worrying about whether Christopher had managed to 'keep it together' during the night and whether he had been able to lead his brother, the dog and the horse safely out of the valley without his paternal guidance. Grandma and Grandpa were there too, as was Uncle John who had felt forced to abandon his guardianship post during the night when Christopher had gone for a walk with his torch light, shining it in uncle's direction a little too close for comfort! All of us sat waiting in tentative silence, all with our own concerns, watching the path and waiting for some small movement or sound.

Finally, worries turned to relief and a wave of love seemed to wash over us all as we spied a tired, bedraggled but proud looking Christopher making his way along the tree lined path. He was leading the horse Sabre on whose back sat an equally pleased but not so tired looking Joshua. The dog followed on Christopher's heels, carrying what appeared to be a stick in his mouth. Christopher beamed as he caught sight of us through the trees.

Entering the clearing, Christopher led the horse to a tree. We sat in reverent silence watching him tether his horse and then helping his brother as he slid down off its back. Joshua ran, grinning, to seat himself between his parents, and contrastingly, Christopher walked slowly but purposefully towards the open space in our circle. The dog faithfully followed and lay down next to him, still clutching the stick in his jaws.

"Welcome back Christopher!" we chimed.

"Won't you tell us about your adventure?" I invited.

Christopher sat silent for a moment, then cleared his throat.

"Well," he began, looking at the small fire we had built and lit in the center of the circle.

"Well, I was kind of scared at first, since I didn't know where I was going or anything. But I was glad I had Sabre with me 'cos it gave me someone to talk to. When I got to the campsite I

didn't eat anything, 'cos I wasn't at all hungry! I just had some water, then I put up the tent and rolled out the sleeping bag. Then I tried to meditate – it was hard at first 'cos it was so quiet, (this brought a smile to our faces), but then I got into it. After that I tried to sleep but the owls kept me awake. Then I was cold, and there were other sounds..... I was glad I'd done the meditation 'cos I know I would have been more scared if I hadn't! I fell asleep a little, but I woke up again. There was a noise outside,' he paused, leaning forward and wringing his hands. We all sat silently, attentive. He continued, 'So I took my flashlight and went to see what it was. I couldn't find anything but when I went to go back I realized I was lost. First I kinda panicked, then I remembered to be still and breathe slowly. Then I remembered Sabre, and I called her name, like 'Sabre, Sabre, where are you?' After a few times she 'neighed' and I called back and she neighed again and I could tell where she was, so I went that way. When I got back to the tent, I fell asleep right away. I woke up with the sun, and started packing up.' He paused. His hair had flopped down in front of his eyes as he leaned forward, and now he looked up at us from under the hair, a slightly awkward smile on his face. *'The zip in my tent pack wouldn't close and I got really mad. I could feel myself getting more and more mad and then I was thinking, why is this happening right now?! I want to get going!'* He paused again. This time he looked down at the ground and shuffled the toe of his shoe in the dirt. Our anticipation was palpable as we all waited with baited breath for him to continue. He shuffled his shoe some more.

'Then what happened?' I finally prompted.

Christopher looked up at me and grinned, delighted that I had taken the bait.

'Well,' he said, 'Suddenly, from this tree above me all these blossoms came scattering down, falling all around me. I was covered in these white, sweet smelling petals! So then I just stopped being mad. And I felt that place inside my chest that I always try to find when we meditate, or when I'm trying to change the way I feel. But this time it just happened, I didn't have to try. Just like that.' He sat up and snapped the fingers of his right hand as he flicked the hand to the side. He leaned back and placed one foot on the other knee, looking suddenly very confident. *'That's when I knew'* he continued, *'that whatever happens, I will always have that feeling inside me, and no-one can take that away from me, no matter what.'*

At this point there wasn't a dry eye amongst the adults in the circle. But Christopher didn't seem to notice and carried on with his rendition. 'When I got to the Oak tree and saw Josh, at first I thought 'OH NO!'' he grinned sheepishly across at his brother. *'Then I remembered why I was doing this rite of passage!'* He slapped himself lightly on the side of the head. *'Doh!'* Joshua did a slightly embarrassed head-over-heels, sitting up with a few small twigs

now sticking out of his hair. This made Christopher laugh. He shook his head. “Well, I remembered that I’m not really mad at him anymore, so then I said HI! And we ate some power-bars. Then I scoped the land and figured out how to get the hell out there! It was sorta easy, except when Josh started whining, I had to keep saying to myself ‘he’s a kid, he’s a kid, he’s a kid’, and I did think it was kinda cool that he’d come along...’ he looked at his brother again and said quietly, ‘I think you’re brave.....’” Joshua held his gaze. Christopher continued; “Anyway then I put him on Sabre and I walked – I got a bit wet but it’s okay – we had some laughs!” Joshua giggled at this point, as Christopher grinned towards him.

We all felt a difference in the dynamic between them – as if a new bond had been formed. It was a precious moment for us adults to witness and we appreciated it. After a few moments of silence, Mike spoke up. ‘So what did you learn about the ‘new’ Christopher?’

‘Well,’ responded Christopher, ‘I learnt that thing I said about the good feeling in my heart. And I guess I learnt that being quiet is okay,” he paused in thought, his eyes darting up to the left as he tried to recall what qualities he may have exhibited that could be perceived as new. Then he looked at his father again, smiling. “And that I can follow instructions, and I can figure stuff out. And I learnt that I can take care of someone – Joshua that is – ‘ His smile became a grin, ‘at least for a while. I already know I’d rather be cool with him than be mean – cool rules!’ He put a fist up, grinning broadly now.

‘How do you feel now?’ Clare asked

Christopher was silent for a moment, eyes again glancing upwards in thought. He lifted his head slightly and looked at his mother and then at me. ‘I feel stronger - and proud. I feel more quiet inside me than I usually feel. I think I feel really, really good.’ As if in conclusion, he reached over, took the stick from his dog’s mouth, and stuck it firmly into the ground in front of him.

We were all silent for a few minutes, savoring Christopher’s – and our – good feelings. Even the dog rolled over and looked adoringly at his ‘master! Then we began our recognition of his change and growth. One by one we shared what we saw as his growth, and we honored him with a token of our appreciation for his willingness and process. Joshua gave him a card he had made, Kate gave him a friendship bracelet she’d made, his parents a gold chain that had belonged to his great-grandfather, his grandparents gave him a beautifully bound book of adventures, his uncle a hand carved hiking stick, and I gave him a journal.

Following this Christopher led us in a guided imagery he had written before the rite of passage began. Being led in a guided process by a young teenager newly emerged from the experience of a rite of passage, was profound and touched me to the core.

Christopher's Guided Visualization

Sit comfortably and close your eyes. Take all your attention to your heart and breathe easily and slowly.

Imagine walking in a very special place, it can be any place you want. You see a big tree in front of you. It can be any tree you like. You see a door in the trunk of the tree. The door of the tree trunk opens and out comes the old Christopher, looking mean and lazy. Thrashing his arms about. You remember experiences you had with the old Christopher.

Then watch as he steps back through the door in the tree and the door closes. You wait. The door opens again. There in the opening you see the new Christopher. He steps out through the door and closes it behind him. The new Christopher looks happy. He is calmer and looks kind and strong. Look closely and notice the differences.

Now leave your special place by the tree, together with the new Christopher. Know that he has changed forever. Take your attention back into your heart and place this experience in your heart, to be there forever. Now notice the breeze around you, and your breathing again. You can open your eyes whenever you are ready.

As we opened our eyes, several were wet with tears of joy, love and gratitude. We proceeded to congratulate Christopher with a celebration according to his prior and explicit wishes: a 'breakfast' spread of fried chicken, pizza, mango ice cream and chocolate cake! It had all been laid out in a tent in amongst the trees, and although several of us had dreaded having to eat such rich foods first thing in the morning, we found ourselves digging in heartily, and cheering Christopher with our sodas!

The rite of passage concluded with Christopher re-grouping us all (quite a task at this point!), asking us to gather again in a circle where he proceeded to thank us one by one for our participation and roles in his rite of passage. He gave us each a smooth pebble, collected from the river, as a momentum of the occasion. I know I will always treasure mine, for it represents not only Christopher's rite of passage, but the beautiful strength and energy force within him that propelled his growth and allowed him to share his process so willingly with us all.

This was quite a thorough rite of passage, designed to facilitate a strong probability for sustainable change. In my experience, it is critical to fully experience all three aspects

thoroughly, particularly if one is looking for *permanent* transcendence. It is also a momentous part of moving from childhood to adulthood, one that in our society is sadly neglected, and were it more present I believe many of our adolescent problems would diminish significantly. Of course rites of passage are not just for young people! As adults we can also benefit greatly from using them to mark any significant change.

STAGES OF LIFE FOR WHICH A RITE OF PASSAGE CAN BE POWERFUL ARE:

- **AFTER A DIVORCE;** This can be a significant healing experience and help the ‘injured party’ to move through her or his grief and get on with a new life. Again, do not embark on this until the change has fully occurred; in this case when the divorce is final.
- **AFTER A CAREER CHANGE OR CHANGE OF CAREER DIRECTION:** This can help keep you on course with the new direction, grounding the focus. It can also often help build self-confidence - helpful during ‘bumps’ in the road that could otherwise cause undue insecurities and stress.
- **AFTER A YOUNG WOMAN HAS BEGUN MENSTRUATING:** As I have already stated, it is vital that the change has fully occurred; in this case that she has been menstruating regularly for long enough that she is ‘comfortable’ with it.
- **AFTER MENOPAUSE:** This can often be a journey of discovery into the new possibilities and potentials of this ‘autumn’ stage of womanhood, and can help unleash a sense of empowerment and fulfillment.

AN INVITATION TO YOU:

I invite you to come up with your own ideas of life experiences that could be enhanced by a rite of passage, even if you only use the three-part structure in a simpler, less formalized way.

GROUP RITES OF PASSAGE

I have also used a miniature version of the rite of passage for groups moving through difficult transitions, for example a family moving home, or a class of children whose teacher is moving on. One such class, a group of nine-year olds including Joshua, whose teacher was moving due to her husband’s work relocation, were devastated. Their small private school where class sizes were about 15 to a class, tended to enhance their attachment to their teachers and this particular group of children were exceptionally attached to theirs. Many questions haunted

them, such as ‘What will we do without Miss Karina?’, ‘Will I miss her so much that school will be awful?’, And ‘Will our next teachers be as nice?’ , ‘Maybe the next teacher won’t be a good teacher and I won’t do well any more?’ and so on and so on. We decided on a half-day rite of passage that would support both Miss Karina and the children.

THE OLD

The children and their teacher were given the task of drawing or writing about the things that they had to let go of with Miss Karina leaving. Some of them wrote about the circle time that she always had with them every day, some wrote about her jokes, some wrote about her strictness on the playground, (‘not letting anyone get away with anything’), and some of them drew detailed pictures of themselves deep in conversation with the teacher, or the whole class having fun with her. Miss Karina herself wrote a letter to the whole class, highlighting each one’s special qualities and what she would miss about them. On the day of the rite of passage, we all gathered in a circle, and each child shared their creation and placed it in the center of the circle. When Miss Karina had completed her sharing, we all went out into the playground where a small cauldron was burning some coal. One by one the children placed their creations in the burning cauldron, stating their appreciation for their experience with Miss Karina, that she would always hold a special place in their memory and that now they were willing to let her go. Each child fully understood the purpose of this ‘ceremony’ and took it very seriously. It was touching to the core.

THE UNKNOWN

We waited until the fire had completely absorbed all the paper. Then we went to a pre-prepared area to the side of the playground, an area of trees and grass that wasn’t frequented by many. We had laid our blankets for each child in a circle, in the center of which we had built a small fire. The children and Miss Karina were invited to sit and get comfortable, and close their eyes. They were then led on a five minute guided imagery process that took them into their hearts and then into the unknown, feeling safe, wanted and loved. As I led them through this process, birds twittered in the background at all the perfect moments! When they all opened their eyes, we waited for a moment in silence, then each child was invited to share their experience. These ranged from knowing they would be fine because Miss Karina had taught them things that would never go away, to knowing they would always feel a bond with Miss Karina no matter what, to one young lady saying, ‘I know that no matter if I only get horrible

teachers for the rest of my life, I can deal with it because I have had the best teacher in the world and lots of children have never had that! So!’

Miss Karina herself tearily told the children that she would never be the same because of all of them, and that carrying them in her heart would make all her future jobs easier. They then all created drawings of the good that had and would come out of this big change in their lives. Carrying these new works of art, and with much less somber faces, we made our way back to the classroom.

THE NEW

The teacher and children again gathered in a circle and one by one they shared their insights into the benefits of the inevitable change they had resisted. One girl showed us her self-portrait, happy and smiling, and told us she would always be happier for having been in Miss Karina’s class and that her going to another school would give other children that chance to feel happy. One of the boys showed us his picture of two boys shaking hands, and he shared that Miss Karina had taught him to be nicer to other kids on the playground and now he was old enough to do that without her there to remind him. Joshua’s drawing showed the whole class with a faceless teacher with a question mark over the face. He said that Miss Karina leaving would give them all the opportunity to have another teacher, and that this teacher might have something new to teach them which might be a good thing. Finally Miss Karina herself shared her personal benefits from the move of being close to her husband, and again reiterated her appreciation for the gifts that they had all been to her. When the sharing was complete, each child presented Miss Karina with their drawing, thanking her for being their teacher, and Miss Karina in turn gave them each a personal card with a poem she had written just for them.

We concluded by blowing up balloons and hanging them all over the classroom, while a lunch spread of sandwiches, cake and jelly prepared by the mothers was brought in for all to enjoy. We sang songs and danced and had an overall jolly time!

Although requiring some organization I believe that this ‘rite of passage’ process was well worth the effort, marking a huge change as it did for so many children. When Miss Karina left the following day, the children were ready and their welcoming of the new teacher was much more open and friendly than I believe it otherwise would have been.

As these two stories show, for any transition a rite of passage is a significantly supportive tool, giving the passager – and indeed all the people involved - a fuller realization of the

responsibilities of their own change and growth and a deeper sense of life's purpose and meaning. In my experience, it has always been more than worthwhile.

~

[BEING WHAT YOU WANT TO SEE is now also available on Kindle.](#)

This book offers a step-by-step process to building emotional mastery into everyday life. Integrating cutting-edge scientific research in areas such as neuroscience, psychology, psycho-neuro-immunology, and education, the information is made simple and easy-to-understand and apply, with dozens of practical exercises, tools and skills for living the life you want. The book also covers ancient spiritual practices which have shown to be adaptable and helpful in building a balanced life, consistent with your values – including the above excerpt which is from Part 4: 'Learning From Indigenous Wisdom' –.

The sections and themes covered in the book are:

Part 1: PERSONAL MASTERY - CONDUCTING LIFE WITH CARE & INTELLIGENCE

Part 2: EMOTIONAL MASTERY IN RELATIONSHIPS

Part 3: EMOTIONAL MASTERY AND RAISING CHILDREN

Part 4: LEARNING FROM INDIGENOUS WISDOM

Part 5: APPLIED EMOTIONAL MASTERY - IN EVERYDAY LIFE

“Jennifer Day has once again proved herself to be among the most dynamic and thoughtful leaders in the self-help revolution. Once you read her work, you will ask yourself why you waited so long.”

Ronald Paul Hill, Ph.D. best-selling author 'Pearls Along the Path'

“This book is a valuable contribution to the development of principles and practices within the area of emotional management and development.”

Elizabeth Herrick, Psychologist, Author of 'Anger Management'

“This work has saved my life!”

Nolan Frederick, Olivier-Award-winning actor