Choose Love Enrichment Program
Tapping for Stress Relief in Classrooms

High School
Each year it seems that the responsibilities of teachers continue to grow. Teachers are wearing more and more hats every year: teacher, parent, counselor, problem solver, encourager, detective, to name a few. It is important for teachers to be given the resources and skills necessary to ensure all students strive in a learning environment that meets all of their needs, including their social and emotional well-being.

As a teacher, you work countless hours and late nights ensuring you are ready to give your students the quality academic instruction you know they deserve. However, you also know that your time spent planning does not mean your lessons will go as planned. Do they ever? You know from your experience that there can be many things that go awry, but a common culprit is the concerns and desires of the people in the room, your students.

The Choose Love Enrichment Program reaches a multitude of social and emotional needs that your students have. The Program teaches students about courage, gratitude, forgiveness, and compassion and how to recognize feelings in themselves and others. We know, as teachers, how important it is to address students’ emotional concerns before they are ready to learn.

With Tapping for Stress Relief in Classrooms, teachers and students will learn how to use this self-regulating tool to develop an understanding of their emotions and a resiliency to take part in controlling them. The following lessons are connected to the Choose Love Enrichment Program and can be taught within each of the four units: Courage, Gratitude, Forgiveness, and Compassion in Action.

We know that you value each and every student in your classroom. You value their academic growth and persistence, as well as their emotional well-being and ability to problem-solve in any situation. We created this program, by educators for educators, to ensure you have the tools and resources you need to teach all essential life skills. This Tapping for Stress Relief in Classrooms program will give you the knowledge and language to use Tapping for yourself, with individual students, or your entire classroom as a whole.
CHOOSE LOVE MOVEMENT: TAPPING FOR STRESS RELIEF IN CLASSROOMS PROGRAM OVERVIEW

The program works parallel to the Choose Love Movement and is divided into the same 4 sections: Courage, Gratitude, Forgiveness, and Compassion in Action. This layout encourages you, the teacher, to use Tapping to support the social and emotional learning being taught within that program.

In each section you will find:

- Choose Love Movement Unit Overview
- Multiple age-specific scenarios and Tapping language to work in conjunction with the Choose Love unit of study
- Additional resources to support the work you are doing with Tapping in the classroom setting

The goals of this program are to provide students with the tools to:

- Understand and manage emotions (self-awareness and self-management)
- Feel and show empathy and compassion for others, including oneself (social awareness and relationship skills)
- Reduce academic anxiety and stress
- Address and solve social concerns that may be interfering with academic learning
- Become resilient learners in an ever-changing world (responsible decision-making skills)

This manual has excerpts taken from The Tapping Solution for Parents, Children and Teenagers by Nick Ortner.

If you would like to see Tapping in action, visit http://www.tappingsolutionfoundation.org/tapping-teachers-students/ to watch a video of Tapping for Teachers by Jessica Ortner. This video briefly discusses the power of Tapping, including a how-to and Tapping scenario for teachers. You can access free Tap-Along videos to show in your classroom at our Tapping Solution Foundation You Tube page.

You can also find resources in Spanish at https://www.thetappingsolution.com/meditaciones-con-tapping-en-espanol/
WHAT IS “TAPPING”? 

Tapping (Emotional Freedom Techniques or EFT) provides relief from chronic pain, emotional problems, disorders, addictions, phobias, post-traumatic stress disorder, and physical diseases. While Tapping is newly set to revolutionize the field of health and wellness, the healing concepts that it’s based upon have been in practice in Eastern medicine for over 5,000 years. Like acupuncture and acupressure, Tapping is a set of techniques which utilize the body’s energy meridian points. You can stimulate these meridian points by tapping on them with your fingertips – literally tapping into your body’s own energy and healing power.

All negative emotions are felt through a disruption of the body’s energy. The body, like everything in the universe, is composed of energy. Restore balance to the body’s energy, and you will mend the negative emotions and physical symptoms that stem from the energy disruption. Tapping restores the body’s energy balance, and negative emotions are conquered.

The basic technique requires you to focus on the negative emotion at hand: a fear or anxiety, a bad memory, an unresolved problem, or anything that’s bothering you. While maintaining your mental focus on this issue, use your fingertips to tap 5-7 times each on 9 of the body’s meridian points. Tapping on these meridian points – while concentrating on accepting and resolving the negative emotion – will access your body’s energy, restoring it to a balanced state.

You may be wondering about these meridians. Put simply, energy circulates through your body along a specific network of channels. You can tap into this energy at any point along the system.

In some ways, Tapping is similar to acupuncture. Like Tapping, acupuncture achieves healing through stimulating the body’s meridians and energy flow. However, unlike Tapping, acupuncture involves needles! “No needles” is definitely one of the advantages of Tapping. Studies at Harvard Medical School have revealed that by stimulating the body’s meridian points – the same spots on your body that are manipulated by acupuncturists – you can significantly reduce activity in a part of your brain called the amygdala.

Think of your amygdala as a personal alarm system. When you experience trauma or fear, the amygdala is triggered and your body is flooded with cortisol, commonly known as the “stress hormone.” This intricate chain reaction – your stress response – significantly influences and sometimes even causes whatever it is that troubles you, whether that’s an illness, injury, emotion, or even an external problem such as an issue with a friendship.
These studies show that by stimulating these parts of your body – as we do in EFT Tapping – you can drastically reduce or eliminate the distress that accompanies or gives rise to these problems you face. By doing so, you can often eliminate the problems themselves!

Tapping is simple and painless. It can be learned by anyone. And you can apply it to yourself, whenever you want, wherever you are. It’s less expensive and less time consuming. It can be used with specific emotional intent towards your own unique life challenges and experiences. Most importantly, it gives you the power to heal yourself, putting control over your destiny back into your own hands.

**WHY TAPPING IN SCHOOLS?**

While we know the demands on teachers are continuously increasing, the same is true for students. Students are being presented with more rigorous and difficult tasks in order to prepare them for career readiness, even at a young age. They are learning the uses of technology, the power of listening and speaking, refining their presentation skills, and even more, all in addition to the core academic content areas.

We also know that in today’s times, especially with the use of technology at earlier and earlier ages, social issues are making their way into classrooms, interfering with students’ ability to learn. In between lessons and important tasks to be completed, teachers are constantly taking on the role of facilitator, problem-solver, and encourager, with the hopes of helping to open that student’s mind back to learning and away from their anxiety, stress, and worry.

A case study completed by Puja Alfred, an EFT practitioner in India, found the benefits of EFT on school-related anxiety. Alfred worked with an 11-year-old boy who had a fear of going to school. His fear began to manifest into physical symptoms, such as headaches, that would inhibit him from attending school.

Alfred worked with this child over several sessions, using EFT. After just three days, his mom noticed a shift in his feelings about school. He was no longer complaining of headaches and was attending school without a fight. Alfred says, “After 10 days, I checked on him again, and the positive results had stayed. His anxiety was still negligible and his headaches had vanished. He was no longer making excuses about school. If any worry came up, he would immediately tap and let it go.” (Alfred, P.)

EFT appears to affect both of the sections of brain that play a part in deciding if something is a threat: the stress center in the brain, the amygdala, and the memory center, the hippocampus. EFT has also been shown to lower the body’s levels of cortisol, which is known as the stress
hormone. If we have too much cortisol in our bodies, it can affect our immune system and physical well-being.

Tapping can be learned by anyone, even as young as 4 years old, and used at any time. Tapping in school is critical as it gives students the resiliency and ability to control their thoughts and emotions. They learn how to problem solve and overcome stressful barriers that can get in the way of learning. Research has shown that if unaddressed, stress can dampen concentration and memory, leading to a decrease in student engagement and motivated learning.

EFT or Tapping can be done in small amounts of time and anywhere. Research has shown that EFT is an effective tool for students in classroom situations. Not only can EFT reduce anxiety and stress, it can also increase positive emotions and self-esteem in children.

This self-management tool allows students the opportunity to improve their academic performance, decrease negative emotional states, improve self-esteem and resiliency, and solve negative social interactions.

Standing in front of her class, Jenny’s heart began to race. Her face felt hot, and her hands clammy. The stress Jenny was feeling wasn’t just in her head; it was also in her body. Before she’d even said a word, an almond-shaped part of her mid-brain called the amygdala received a danger signal. Immediately, her body was flooded with a mixture of powerful hormones, including adrenaline and cortisol, the latter often known as the stress hormone, which put her whole body on high alert.

As a result of the cortisol now flooding her body, several “non-essential” functions, including digestion and the creative center of her brain, promptly shut down. While some of her physical senses may have temporarily heightened, her ability to problem-solve and focus on schoolwork had been temporarily sidelined.

This process, which is known as the stress response or “fight or flight,” happened in a matter of seconds without her conscious awareness.

While this stress response would naturally subside if Jenny had a positive experience, in Jenny’s case it intensified. Instead of relaxing into the experience of reading aloud to her class, Jenny panicked when her class laughed at her misread word.

As a result of their laugher, Jenny’s stress response grew more pronounced, instantaneously morphing into the “freeze response.” In Jenny’s case, that translated into feeling like she couldn’t move or respond in any way to the class’ laughter.

This “freeze response” is a defensive mechanism, an emotional and physical response to panic or extreme stress that we also see in nature. For instance, possums are known for “freezing” when they’re under potential attack from predators. By “playing possum,” as it’s often called, they appear to be dead already, and as a result predators may become disinterested and leave. The possum can then spring back into action and flee to safety.

Since Jenny is unable to escape to safety, her hands begin to tremble, and her stomach feels queasy. In an attempt to protect her from future experiences like this one, her brain also begins transforming, creating neural pathways that associate public speaking with danger.

Throughout the rest of the day, Jenny replays that moment in her head over and over again. Each time she does, her shame intensifies. How could I be so stupid? she thinks. By the time the school...
day ends, Jenny has relived that moment hundreds of times. At dinner, her stomach is so upset that she barely eats, and asks her parents if she can go to bed early.

So what happened that turned this one experience into the cause of so much distress?

Every time Jenny replayed the moment when she was laughed at, her body re-initiated the stress response. Each time this pattern was repeated – 1) remembering reading to the class and getting laughed at, then 2) initiating the stress response—her brain reinforced the neural pathways that associate public speaking with danger.

As a result of these newly organized neural pathways, reliving her public speaking fiasco has become as vivid and intense as her actual public speaking experience was. With this neural pathway being continually strengthened by repeated memory recall, just thinking about public speaking is enough to cause her body to be hijacked by the stress response. In addition to shutting down her digestion (which, in her case, translates into a lack of appetite), this stress response also makes her more susceptible to physical pain—hence, the stomachache that sends her to bed earlier than usual.

She’s got friends, does well in school, and enjoys team sports. Sitting in class at the start of the year, however, Jenny is overcome by terror when her teacher explains that each student in the class will be required to read their essays out loud. Jenny doesn’t mind writing the essay—she actually enjoys that part—but reading it aloud? That’s a different story!

Just the thought of it makes her break out in a sweat.

She can’t live through being laughed at again. Feeling increasingly panicked, she talks to her teacher after class and asks if she can write an extra essay instead of reading her one essay aloud. He says no, and tells her not to be afraid. She’s a good student. She’ll be fine.

Jenny spends the next three weeks in a state of panic. She has an unusually hard time writing her essay, doesn’t sleep well (nightmares), and is less social at school. She’s consumed by her nervousness, and feels increasingly desperate to get out of the requirement to read her essay aloud.

When the day arrives, Jenny is exhausted and stressed out. During her presentation she makes a point of speaking very slowly and quietly, but she still skips a few words, then an entire paragraph, and soon notices her classmates passing notes and making faces while she’s speaking.
Once again, she’s failed.

Once again, she spends the rest of that day, and many of the days to come, replaying her disastrous performance at the front of the class.

She feels humiliated and ashamed. To make matters worse, a week later she finds out she got a C on her essay and presentation. Usually a B+ student, Jenny is devastated. She decides that she’s bad at public speaking. It’s a fact, she tells herself, and something she needs to avoid at all costs.

In addition to validating her fear of public speaking, Jenny’s most recent experience has once again deepened and strengthened the neural pathways that equate public speaking with danger. Her belief that she is a bad public speaker feels increasingly legitimate. She can’t do it, she thinks, so she makes a point of only pursuing activities that allow her to be less visible, like playing in the band or on sports teams where she can blend in.

Jenny’s strategy to avoid public speaking works well for a fairly long stretch of years. She manages to do well in grade school, then college. She gets good jobs for several years after graduation. As the years pile up, however, her career seems to slow down prematurely.

Now 32 years old with a family of her own, Jenny is frustrated that she’s not getting promoted. She’s a hard worker, has great experience and good ideas. When she finally works up the nerve to ask her boss about getting promoted, her boss tells Jenny that her poor presentation skills are holding her back. In order to get promoted, she’ll need to be able to step into a leadership position. That means taking on a new level of responsibility, including presenting in front of colleagues, clients and larger groups.

Jenny’s fear of public speaking has grown so intense and visceral over the years that she’ll do almost anything to avoid speaking to groups.

Even large group meetings are terrifying. She’s beginning to realize that her career dreams will remain out of reach because of it, but she’s stuck. Her fear of public speaking isn’t just emotional. It’s also physical. On the rare occasions when she speaks in a group, her voice shakes, she gets clammy hands, and her stomach begins to churn. Every single time she’s tried public speaking, she’s failed.

What can she do?

More importantly, what could have been possible if she’d been given a way to release her stress, fear and shame around public speaking after being laughed at in fifth or seventh grade?
The Brain’s “Negativity Bias”

Before we look at how to halt the pattern of stress that’s preventing Jenny from being a successful public speaker, it helps to understand the human brain’s “negativity bias.”

For our own protection, the brain evolved to assume the worst—it’s biased toward negativity. In his book Hardwiring Happiness, Rick Hanson, Ph.D., explains this concept in more detail:

“Our ancestors could make two kinds of mistakes:

1. thinking there was a tiger in the bushes when there wasn’t one, and

2. thinking there was no tiger in the bushes when there actually was one.

The cost of the first mistake was needless anxiety, while the cost of the second one was death.

Consequently, we evolved to make the first mistake a thousand times to avoid making the second mistake even once.”

Hanson continues:

“In general the default setting of the brain is to overestimate threats, underestimate opportunities, and underestimate resources both for coping with threats and for fulfilling opportunities. Then we update these beliefs with information that confirms them, while ignoring or rejecting information that doesn’t. There are even regions in the amygdala specifically designed to prevent the unlearning of fear, especially from childhood experiences. As a result, we end up preoccupied by threats that are actually smaller or more manageable than we’d feared, while overlooking opportunities that are actually greater than we’d hoped for. In effect, we’ve got a brain that’s prone to ‘paper tiger paranoia.’ ”

We see this “negativity bias” play out in Jenny’s story. After that one negative experience in fifth grade, Jenny’s fear of speaking in groups became so ingrained that it prevented her from participating in any form of public speaking, and her fear was still limiting her in her thirties. That’s her brain’s “negativity bias” at work.

To put it another way, because of how our brains have evolved, negative experiences routinely outweigh positive ones.

So how can we reverse this process, and prevent the stress Jenny experiences in fifth grade from interfering with her success in 7th grade and beyond?
Tapping Into The Relaxation Response

The secret to unraveling Jenny’s pattern of stress around public speaking lies in the body’s opposite response—the relaxation response.

In this more positive state of mind, cortisol levels in the body naturally go down. As a result, Jenny can more easily access the creative center of her brain. Her body can once again support healthy digestion and metabolism, among other processes. She’s also less susceptible to illness and physical pain from headaches, stomachaches, injuries and more.

The question is, in a case like Jenny’s, how can we quickly disrupt the stress response and initiate the relaxation response? There’s a growing body of research suggesting that tapping, or EFT, is a simple but powerful way to do exactly that. In a double-blind study conducted by Dawson Church, Ph.D., the control group, which received conventional talk therapy, showed only a 14 percent drop in cortisol levels, whereas the tapping group showed an average decrease of 24 percent, a substantial and important difference. Some study participants experienced a decrease of as much as 50 percent in their cortisol levels. Within both groups, these changes all took place within a one hour period.

Research has also shown that acupuncture increases endorphin levels in the body. Since tapping engages the same acupuncture points while also lowering cortisol, it is inferred that tapping, like acupuncture, allows the body to release the endorphins that then reinforce positive feelings, as well as physical and emotional wellbeing.

The incredible results that tapping has demonstrated in relieving stress may be explained, at least in part, by its ability to access what are called meridian channels.

Although awareness of these channels dates back to thousands of years in ancient Chinese medicine, it wasn’t until the 1960s that these threadlike microscopic anatomical structures were first seen on stereomicroscope and electron microscope images. The scans showed tubular structures, 30 to 100 micrometers wide, running up and down the body. Described in a published paper by a North Korean researcher named Kim Bonghan, they are also referred to as “Bonghan channels.” As a reference point, one red blood cell is 6 to 8 micrometers wide, so these structures are tiny!

You can think of meridian channels as a fiber-optic network in the body. They carry a large amount of information, mostly electrical and often beyond what the nervous system or chemical systems of the body can carry. By accessing these channels while processing emotions, thoughts, as well as physical conditions like pain, tapping gets to the root cause of stress more quickly than other stress relief techniques can.
Given that tapping sends calming, relaxing signals directly to the amygdala, it may also help us to override the brain’s negativity bias more rapidly. By using tapping to neutralize what it thought were threats to its survival—which in Jenny’s case was public speaking—we may be able to reprogram the brain to support more positive experiences.

We’ve learned more about Jenny’s experience, now let’s look at other scenarios that can impact our students’ learning and happiness.

WHAT STUDENT-DRIVEN ISSUES IN THE CLASSROOM CAN TAPPING BENEFIT?

Teachers typically have a wide range of students in their classrooms, coming from many different backgrounds, different family lives, and different thoughts towards their school and learning. Here are some examples of different types of learners and how some pre-deceived emotions can begin to impact their academic success.

As educators, we would think that students who are over-concerned with their work would be showing a good quality to have in a learner, but the truth is, perfectionists and go-getters can create unnecessary anxiety and stress around their day, which can then inhibit their learning. Here are a few possibilities of thoughts and emotions they may have:

• My work must be perfect or it is bad.
• I cannot fail or make mistakes.
• I am not as smart as my classmate.
• I cannot start because it may be wrong.
• I am worried I won’t succeed.

When students are disengaged, have a fixed mindset, or seem to be defensive, there is always a reason for it. Tapping can help to get to the root of these feelings and show students that the underlying reasoning behind their frustration can be addressed to allow them to become engaged learners.

• I don’t want to be at school.
• Everything is too hard.
• I’m not going to try.
• This work is boring.
• I might as well give up.
I like sports and other things, not school.
No one cares if I do well.
Learning is not fun.

I won’t ever be able to be successful.
I’m not interested in doing well in school.

Believe it or not, even from a young age, students can feel the social pressure related to academic success and some would choose to put in little effort rather than try to succeed and risk the chance of failing.

I don’t want to try and fail, so I won’t try.
If I become successful, I will always need to be successful.
If my friends don’t do as well as me, I will lose them.
I do not deserve success.

In addition to academic worries, students also deal with discomfort and anxiety around social interactions throughout their day. Students are engaging in conversations frequently during their school day, some that are positive, but unfortunately many that are negative. Especially since many of the negative interactions occur when there are no adults/teachers present, students will benefit from guidance in learning how to deal with, and how to self-manage, these social interactions.

Beginning of the year:
- First day jitters
- I’m new to the school and don’t know anyone.
- Who should I be friends with?
- This school is scary.
- I don’t want to leave my mom/dad/family member.
- What if I have mean teachers?

Friends:
- I can’t make friends.
- My friend is angry at me.
- I don’t know how to solve my problem.
- We keep fighting about what happened but can’t solve anything (communication).
- I’m angry at my friend.
- I don’t have any friends.
- I’m not in any circle of friends.
End of year

- I don’t want to leave (change).
- I just made friends, now I have to do it again.
- I won’t see my friends every day.
- Worry of getting older and changing.
The Tapping for Stress Relief in Classrooms program for High School meets the following American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success:

**Category 1: Mindset Standards**
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

**Category 2: Behavior Standards**

**Learning Strategies**
1. Demonstrate critical-thinking skills to make informed decisions
4. Apply self-motivation and self-direction to learning
6. Set high standards of quality
7. Identify long- and short-term academic, career and social/emotional goals

**Self-Management Skills**
1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control
3. Demonstrate ability to work independently
4. Demonstrate ability to delay immediate gratification for long-term rewards
5. Demonstrate perseverance to achieve long- and short-term goals
6. Demonstrate ability to overcome barriers to learning
7. Demonstrate effective coping skills when faced with a problem
9. Demonstrate personal safety skills

**Social Skills**
2. Create positive and supportive relationships with other students
3. Create relationships with adults that support success
4. Demonstrate empathy
5. Demonstrate ethical decision-making and social responsibility
6. Use effective collaboration and cooperation skills
7. Use leadership and teamwork skills to work effectively in diverse teams
8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Demonstrate social maturity and behaviors appropriate to the situation
The Tapping for Stress Relief in Classrooms program for High School encourages the growth of the Social and Emotional Learning Competencies that are identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

These are Self-Management, Self-Awareness, Social Awareness, Relationship Skills and Responsible Decision-Making Skills.

**Self-Awareness**
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

**Self-Management**
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

**Social-Awareness**
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
**Relationship Skills**
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social engagement
- Relationship-building
- Teamwork

**Responsible Decision-Making**
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Information on the 5 Social/Emotional Learning Competencies has been taken from www.CASEL.org.
WHERE TO BEGIN: 💖
(THE FUNDAMENTALS)

The basic steps for a Tapping sequence:

1. State a negative cognition associated with a specific emotional event or thought, followed by a self-acceptance statement. This will acknowledge the change.

   So to begin, have the student think of what the problem or concern is and say it. Ask him/her to rate the issue on a scale from 0-10 (0 = very calm, 10 = worst ever).

   *Note: When using a rating scale with students who may not be as verbal as classmates, it can be effective to have them show how wide with their hands (very wide apart means a high number, hands closer together means less distress) rather than a numerical scale. You can also choose to use a visual scale (see below for examples).

   “Even though I ____, I accept this about myself.”

   Here are a few (of many!) variations on the basic setup statement that you can use and change to fit the experience:

   - Even though I ____, I completely love, accept, and forgive myself and anyone else.
   - Even though I ____, I choose to forgive myself now.
   - Even though I ____, I accept and forgive myself.
   - Even though I ____, I allow myself to be the way I am.
   - Even though I ____, I’m willing to let go.
   - Even though I ____, I’m willing to hold a new perspective.
   - Even though I ____, it’s over and I’m safe now.
   - Even though I ____, I choose to release this stress now.

2. Step two begins tapping. While tapping on the side of hand point (Karate Chop), state the problem in a statement. This can be the same as or slightly altered from the sentence in step 1.

   “Even though I ____, I am okay.”

   Say it in a sentence while tapping on the karate chop point 3 times.

   Karate Chop (KC) (Repeat three times): “Even though I ____, I am okay.”
3. Tap through all EFT points with a short reminder phrase (see sample and diagram below).

**Eyebrow:**
**Side Eye:**
**Under Eye:**
**Under Nose:**
**Chin/Under Mouth:**
**Collarbone:**
**Under Arm:**
**Top of Head:**

4. Take a deep breath and re-rate your discomfort from step 1.
5. Continue tapping until you feel calm or a rating between 0-2.

*Because you are guiding your student through Tapping, you will be saying the phrases and modeling Tapping while the student repeats the words and follows your Tapping sequence.*
1. KC: karate chop
2. EB: eyebrow
3. SE: side of eye
4. UE: under eye
5. UN: under nose
6. CP: chin
7. CB: collarbone
8. UA: under arm
9. TH: top of head
**Tapping Tips:**

- You should use a firm but gentle pressure, as if you were drumming on the top of your desk or testing a melon for ripeness.
- You can use all four fingers, or just the first two (the index and middle fingers). Four fingers are generally used on the top of the head, the collarbone, under the arm... wider areas. On sensitive areas, like around the eyes, you can use just two.
- Tap with your fingertips, not your fingernails. The sound will be round and mellow.
- The tapping order begins at the top and works down. You can end by returning to the top of the head, to complete the loop.
- You can use either side of the body and either hand or both.
- It is important to acknowledge the negative feeling/thought/concern, but for children it is effective to move into positive words faster than we may as adults when tapping.
- With younger children it may be helpful to have them draw a picture of how they are feeling before tapping and then again after. This will be good information for them selves and for you as their teacher.

**Examples of non-verbal scales to use instead of 0-10:**

- The most common is having your student use his/her arms outstretched to show “how much” (very wide versus close together).
- A ruler can visually show numbers and how some numbers are “bigger” than others.
- Colors can be used when discussing feelings. For example, I feel like ‘red’ when I talk about it versus moving towards a ‘pink’ or ‘blue’ or calmer color.
- A student can use their fingers if they’re having difficulty verbalizing (hold up one finger, hold up 8 fingers, etc.)
- A student can draw a picture to show the intensity of their feeling.
INTRODUCE TAPPING TO YOUR STUDENTS!

Tapping can help to overcome thoughts and emotions that students may feel they are stuck with. It is important for students to know that they have the tools available to help them be resilient and overcome thoughts that may be getting in the way of their happiness, social experiences, or academic learning.

Introduce Tapping with a conversation about how the brain and body work together. Students have already started learning about this from the Choose Love Movement. You will most likely need to adapt the examples below to meet your students’ interests and desires— to score more in sports, have an easier time with homework, feel like they belong, etc. Try to use scenarios and language that the entire class will know (or the student if you’re working one on one).

This is a challenging age for kids and parents alike. Often kids are more physically developed than they are emotionally mature. They’re also expected to meet more expectations at school and home, while simultaneously investing more of their time and energy into fitting in socially and gaining greater independence from family.

1. *First, explain how the brain & body work together...*

   Appeal to your students’ experiences, frustrations, and goals. For instance, you could say something like...

   Example: Remember that time when you were angry at <best friend> and you couldn’t stop thinking about it? (Or that time when you got so nervous before the big game that you felt like you didn’t play your best? Etc.) Well, that happens because when you feel stressed out or upset, your brain tells your body to release something called cortisol.

   When there’s a lot of cortisol in your body, your feelings of stress or upset can get stuck in your body. So even when you want to stop thinking or feeling something, it’s really hard to. Does that make sense?

2. *When the student/class is ready, explain how tapping impacts the body...*

   Example (cont’d): There’s this technique called Tapping that sends calming signals to the brain. It’s pretty cool, actually. By calming the brain, it also lessens the amount of cortisol in the body.
When that happens, you feel better (or more focused, calmer, etc.).

You tap on these certain points on your body and the bad feelings you don’t want go away faster. So, for instance, by tapping before a big game, you might end up playing your best because you feel less nervous.

What’s even better is that you can use tapping in your room, or even in a bathroom stall right before a test. It really helps, can I show you how it works?

3. Third, use tapping to solve a problem your student is interested in solving...

Ideally, at this point, you will tap along with your student on an issue s/he selects. If s/he is unwilling to tap, you can also demonstrate tapping, using an example that’s relevant to her/his interests. This will at least plant a seed for someday when s/he comes to you and asks about that “weird tapping thing.”

If working with a class of students instead of one person, you can pick a shared experience from the class and model how to tap on it.

Example (cont’d): Let’s say you’re nervous about a big game or test and maybe you can’t sleep the night before because your mind is racing and your belly aches. At bedtime you can start tapping through the points as you say everything you’re feeling stressed out about...

As you demonstrate tapping, try to keep the mood light. If it feels right, go ahead and laugh with your student about the fact that tapping looks weird. The truth is, tapping does look weird. Now that we deeply and completely love and accept ourselves, though, we don’t care about that any more!

Note: If the student prefers, he/she can also watch this video to learn how to tap: http://www.thetappingsolution.com/what-is-eft-tapping/

It may also be helpful to view this video, or a tapping video on www.thetappingsolution.com, to familiarize yourself with the process and tapping points before teaching it to your students.

This is such important work! But, when and where do I fit it in?

Our hope is that when a need arises, Tapping can be used on the spot to remedy the concern. But the truth is, we know that as teachers your time is very limited. You are already filled to the brim with work and even though you value this program, it takes time to find the time! While it may be most beneficial to fit it in during your planned Choose Love Movement program (especially
for students to see the connection between the two), we are suggesting other possible times to help you successfully incorporate Tapping for the benefit of your students.

If your schedule allows, build in a short 10-minute part of your scheduled day to Tap through “mindset/growth/reflection/goal setting/social emotional.” This gives your students time to pause and think about their part in their learning. If it can be built into your schedule, it is definitely worth its weight in gold!

**Morning Routine/Homeroom:** If you have time in the morning when students complete their morning routine (unpack, notes, sign-ups), this may be a beneficial time to work with any students one on one.

**Beginning of Class:** If your students are switching rooms, Tapping can be a great way to get students focused at the start of your class. While we know teachers are always short on time, a 5 minute Tapping session can yield high rewards (and in the end give you more time back)!

**Brain Breaks:** Long stretches of time always require some movement to get students reenergized. If you find your students feeling overwhelmed or dragging through the day, take a break for whole-class tapping.

**Recess:** Some teachers are assigned part of their day to be outside during recess. While your main job is the safety of all students outside, this is a great opportunity to address students that have a problem. Even mentioning to them that “We can tap on it later” can ease some of the anxiety around waiting for a solution.

**Tapping Chair:** You may already have a spot in the room for your students to take a break or help themselves calm down. After practice, your students will quickly learn how to tap and can even do this work on their own. It would be beneficial to teach your students how to use this space if they need a place to tap privately.

**End of the Day/Pack Up:** If there is time at the end of the day for a closing circle or reflection on the day, Tapping could be instrumental in focusing on the positives and ridding of any negative emotions.
In this unit, students will learn about how courage is the willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty. When you practice courage, you make positive choices even when it may be difficult for you. It takes courage to express our feelings, make ethical choices, tell the truth, admit mistakes, ask for forgiveness, and to be kind. This is especially true when others might not be leading by example. Students practice identifying feelings in themselves and others.

**Tapping on Courage**

Below are sample scenarios and language that can be used in relation to the social/emotional learning gained from the Courage section of the Choose Love Program. While any concern from a student can be tapped on at any time, these are samples of concerns that may arise during this Courage unit. These scripts are provided to give ideas of how EFT can be used in each scenario. *You can and should change the language to fit the specific needs of your class, groups of people, or individual students.*

**Tapping Scenario: New School/Class**

To begin, have your student think of what the problem or concern is and say it. Ask the student to rate the problem on a scale from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then follow it with an unconditional affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I am afraid of being in a new school, I am okay.”
Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** So afraid  
**Side Eye:** All these new people  
**Under Eye:** I don’t know anyone  
**Under Nose:** Everyone already has friends  
**Chin/Under Mouth:** It’s scary here  
**Collarbone:** I like my old school better  
**Under Arm:** So many people  
**Top of Head:** I don’t know them

**Eyebrow:** Maybe it’s okay here  
**Side Eye:** I know a few people already  
**Under Eye:** I can play with them at recess  
**Under Nose:** I can ask others to play  
**Chin/Under Mouth:** I’m a great person  
**Collarbone:** I can like my old school and new school  
**Under Arm:** I can try to make friends  
**Top of Head:** It’s not too scary

**Eyebrow:** If I talk to others, I won’t feel alone  
**Side Eye:** I feel safe at my school  
**Under Eye:** The teachers can help me  
**Under Nose:** Someone else may be looking for a friend  
**Chin/Under Mouth:** I’m a great person  
**Collarbone:** They are great kids too  
**Under Arm:** I can feel happy at my new school  
**Top of Head:** It’s okay

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.

**Tapping Scenario: Making a New Friend**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem on a scale from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then follow it with an unconditional affirmation of oneself as a person.
KC (Repeat three times): “Even though I’m worried about making a friend, I am okay.”

Tap on all of the points while saying a few words to remind yourself of the problem.

**Eyebrow:** So worried  
**Side Eye:** All these new people  
**Under Eye:** I don’t know anyone  
**Under Nose:** Everyone already has friends  
**Chin/Under Mouth:** I had friends before  
**Collarbone:** I like my old school better  
**Under Arm:** So many people  
**Top of Head:** I don’t know them

**Eyebrow:** How do I meet someone  
**Side Eye:** I know a few people already  
**Under Eye:** I can play with them at recess  
**Under Nose:** I can ask others to play  
**Chin/Under Mouth:** I’m a great person  
**Collarbone:** I can like my old friends and new friends  
**Under Arm:** I can try to make friends  
**Top of Head:** It’s not too scary

**Eyebrow:** If I talk to others, I won’t feel alone  
**Side Eye:** I can have courage to do this  
**Under Eye:** Courage will help me talk to someone  
**Under Nose:** Someone else may be looking for a friend  
**Chin/Under Mouth:** I’m a great person  
**Collarbone:** They are great people too  
**Under Arm:** I can feel happy at my new school  
**Top of Head:** It’s okay to have old friends and new friends

Have your student take a deep breath and rate the number again 0-10. Have him/her give it a number and keep tapping until the student feels calmer or rates 0-2 on the scale.

**Tapping Scenario: General Social Anxiety**

If your student has a general social anxiety that they’d like to tap on, start by asking them to rate how anxious they feel about social situations, either on a scale of 0 – 10 or using the “this much” method of measurement.
Then begin by tapping three times on the Karate Chop point:

**KC (Repeat three times):** “Even though I feel nervous and uncomfortable when I’m around other people, I’m an awesome person and I’m okay.”

**Eyebrow:** I don’t like being around other people  
**Side Eye:** It makes me feel nervous  
**Under Eye:** I feel butterflies in my stomach  
**Under Nose:** Other people make me nervous  
**Chin/Under Mouth:** It feels icky  
**Collarbone:** I like to be alone  
**Under Arm:** I can’t talk to others  
**Top of Head:** It feels scary

**Eyebrow:** I’m still a great person  
**Side Eye:** I can have time alone  
**Under Eye:** I can also be with others  
**Under Nose:** I can have courage to talk to others  
**Chin/Under Mouth:** I can feel calm around other people  
**Collarbone:** I can feel happy around other people  
**Under Arm:** I can feel happy at school  
**Top of Head:** It’s okay to feel this way

**Eyebrow:** If I talk to others, I won’t feel alone  
**Side Eye:** I can have courage to do this  
**Under Eye:** Courage will help me to be around others  
**Under Nose:** I feel calm  
**Chin/Under Mouth:** I’m a great kid  
**Collarbone:** They are great people too  
**Under Arm:** I can feel happy being around others  
**Top of Head:** I can feel happy in school

Ask them to rate their anxiety (or “icky” feeling, etc.) about being around other people. Keep tapping until they get the desired relief.

**Tapping Scenario: Paying Attention**
To begin, have him/her think of what the problem or concern is and say it. Ask the student to rate the problem on a scale from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.
Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

When you’re able, begin by tapping three times on the Karate Chop point:

**KC (Repeat three times):** “Even though I can’t focus right now, I’m a great person and I’m okay.”

**Eyebrow:** My brain is thinking of other things  
**Side Eye:** I can’t pay attention  
**Under Eye:** So many things to think about  
**Under Nose:** I can’t focus on what I need to  
**Chin/Under Mouth:** So hard to focus  
**Collarbone:** It’s okay that my brain is thinking of other things  
**Under Arm:** I’m a great student  
**Top of Head:** I know what I should be focused on

**Eyebrow:** I can let my brain jump around now  
**Side Eye:** I can let it calm down  
**Under Eye:** I can quiet my brain down  
**Under Nose:** I can feel quiet in my brain now  
**Chin/Under Mouth:** I’m a great person  
**Collarbone:** I can have the courage to calm my brain down  
**Under Arm:** I can think about what I need to  
**Top of Head:** I can focus my body now

**Eyebrow:** I’m a great student!  
**Side Eye:** I can have courage to do this  
**Under Eye:** Feeling calm and quiet in my body now  
**Under Nose:** Focusing on what I need to  
**Chin/Under Mouth:** My brain is calm and focused  
**Collarbone:** I can do anything I focus on  
**Under Arm:** I’m a great person  
**Top of Head:** I’m okay

If your student can rate their inattention now and compare it to what it was before tapping, have them do so, either using the 0 - 10 scale or the “this much” method of measurement. Keep tapping until they get they rate the concern between 0-2.
Tapping Scenario: Solving Social Problems

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem on a scale from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then follow it with an unconditional affirmation of oneself as a person.

When you’re able, begin by tapping three times on the Karate Chop point:

**KC (Repeat three times):** “Even though I am mad at ___, I am a good person and I’m okay.”

**Eyebrow:** I am mad about lunch  
**Side Eye:** I feel so angry inside  
**Under Eye:** ___ never listens to me  
**Under Nose:** Always makes fun of me  
**Chin/Under Mouth:** I hate eating in the cafeteria  
**Collarbone:** I’d rather be alone  
**Under Arm:** ___ always makes fun of me  
**Top of Head:** I feel angry inside

**Eyebrow:** Lunch is a time to have fun with friends  
**Side Eye:** It should be fun  
**Under Eye:** I always get frustrated  
**Under Nose:** I should talk instead of getting mad  
**Chin/Under Mouth:** I’m a great person  
**Collarbone:** And so is ___  
**Under Arm:** I can have courage to talk through it  
**Top of Head:** Courage will help me

**Eyebrow:** Being angry causes me to miss time with others  
**Side Eye:** If I talk to others I can enjoy lunch  
**Under Eye:** Everyone else is laughing  
**Under Nose:** I can calm myself down and talk  
**Chin/Under Mouth:** One talk will help a lot  
**Collarbone:** I can lose this angry feeling  
**Under Arm:** I’m a great person  
**Top of Head:** Courage will help me solve it
If your student can rate their feeling now and compare it to what it was before tapping, have them do so, either using the 0 - 10 scale or the “this much” method of measurement. Keep tapping until they get the desired relief.

**Tapping Scenario: Courage to Do What’s Right in a Social Situation**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem on a scale from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then follow it with an unconditional affirmation of oneself as a person.

When you’re able, begin by tapping three times on the Karate Chop point:

**KC (Repeat three times):** “Even though it’s hard to make the right decision, I am a good person and I’m okay.”

- **Eyebrow:** I am mad about a party
- **Side Eye:** Everyone was leaving __ out
- **Under Eye:** I didn’t want to be embarrassed by helping
- **Under Nose:** But I knew it wasn’t the right thing
- **Chin/Under Mouth:** __ looked sad
- **Collarbone:** I don’t like to go to parties/events now
- **Under Arm:** It’s hard to do what’s right
- **Top of Head:** So difficult

- **Eyebrow:** These events are a time to have fun
- **Side Eye:** Should be fun
- **Under Eye:** I can have courage
- **Under Nose:** It can be fun for everyone
- **Chin/Under Mouth:** I can tell my friends
- **Collarbone:** We can play with many people
- **Under Arm:** I can have courage to tell my friends
- **Top of Head:** Courage will help me
Eyebrow: If I help others I will feel better too
Side Eye: It’s really easy to do
Under Eye: Others will join in
Under Nose: I won’t be embarrassed
Chin/Under Mouth: I have a lot of courage
Collarbone: It matters to think of others
Under Arm: I’m a great kid
Top of Head: Doing great things

If your student can rate their feeling now and compare it to what it was before tapping, have them do so, either using the 0 – 10 scale or the “this much” method of measurement. Keep tapping until they get the desired relief.
In this unit, students learn that gratitude is mindful thankfulness and build upon the ability to be thankful even when things in life are challenging. Gratitude influences sleep through the mechanism of pre-sleep cognitions. These benefits have positive impacts in the lives of students, and they help cultivate safe and thriving classroom cultures. “Gratitude” exercises help students become actively thankful for everyday situations and opportunities.

**Tapping on Gratitude**

Below are sample scenarios and language that can be used in relation to the social/emotional learning gained from the Gratitude section of the Choose Love Program. As adults, we know that oftentimes we look towards what is wrong rather than appreciating what is going well. It can be difficult to be thankful as life changes, but it is important that we demonstrate the importance of this to students. Especially if we want to foster resilient problem-solvers, we need to show students how to look for the strengths or positives in a situation.

While any concern from a student can be tapped on at any time, these are samples of concerns that may arise during this Gratitude unit. You can change the language to fit the specific needs of your class, groups of people, or individual students. These scripts are provided to give ideas of how EFT can be used in each scenario. *It is important to use the specific words relevant to the student or classroom situation.*

**Tapping Scenario: Feeling Gratitude Toward A Friend Instead of Anger**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional
affirmation of oneself as a person.

**Karate Chop (KC)** *(Repeat three times)*: “Even though I get mad at my friend, I am so thankful to have him/her as a friend.”

Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** Sometimes I get mad  
**Side Eye:** She doesn’t invite me over  
**Under Eye:** She invites other friends over  
**Under Nose:** She is my friend  
**Chin/Under Mouth:** I feel red anger in my stomach  
**Collarbone:** Why can’t we just hang out like others do?  
**Under Arm:** I always feel upset with her  
**Top of Head:** I want to be happy

**Eyebrow:** Maybe there is a reason I don’t know about  
**Side Eye:** I can talk to her about them  
**Under Eye:** We can talk about it  
**Under Nose:** We can both be happy  
**Chin/Under Mouth:** I can be grateful for my friend  
**Collarbone:** We don’t have to be together all the time  
**Under Arm:** If I get mad I can still be grateful for my friend  
**Top of Head:** I’m a great friend and so is she

**Eyebrow:** I can be upset and still love my friend  
**Side Eye:** I can tell her how I feel  
**Under Eye:** We can hang out when we can  
**Under Nose:** I feel thankful for my friend  
**Chin/Under Mouth:** I can feel calm when we talk  
**Collarbone:** I can feel calm when we are together  
**Under Arm:** I’m a great person  
**Top of Head:** I can work through it

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.
**Tapping Scenario: Feeling Gratitude Towards School Instead of Anxiety**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0= very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I worry about school, I still like being here.”

Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** I worry about everything  
**Side Eye:** I want to do well  
**Under Eye:** I want to understand everything  
**Under Nose:** What if I don’t know what to do  
**Chin/Under Mouth:** What if someone makes fun of me  
**Collarbone:** It makes me anxious  
**Under Arm:** When I walk inside my stomach hurts  
**Top of Head:** Too much worrying here

**Eyebrow:** I like my friends  
**Side Eye:** I like all of my teachers  
**Under Eye:** Everyone wants to help  
**Under Nose:** My school is beautiful and fun  
**Chin/Under Mouth:** Safe place to be  
**Collarbone:** I want to do well  
**Under Arm:** I can also choose to be happy  
**Top of Head:** I can feel calm in my stomach

**Eyebrow:** I’m a great person  
**Side Eye:** Trying my best is the most important thing to do  
**Under Eye:** I can feel gratitude about being in school  
**Under Nose:** I feel gratitude about my classmates  
**Chin/Under Mouth:** I am thankful to learn  
**Collarbone:** It’s okay to make mistakes  
**Under Arm:** Everyone does  
**Top of Head:** I can be excited to be in school and feel calm in my stomach
Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.

**Tapping Scenario: Feeling Gratitude Towards Learning**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I don’t want to do work, I am a good student/person.”

Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** There is always so much work to do  
**Side Eye:** It’s not fun to learn  
**Under Eye:** Always boring  
**Under Nose:** I’d rather be with my friends  
**Chin/Under Mouth:** Learning and being smart is not cool  
**Collarbone:** I like to talk to my friends instead  
**Under Arm:** Too much work to do  
**Top of Head:** I just want to do other things

**Eyebrow:** I can choose to feel gratitude towards my learning  
**Side Eye:** I’m lucky to be able to learn new things  
**Under Eye:** I can teach others  
**Under Nose:** I can be thankful  
**Chin/Under Mouth:** I can make it fun and not boring  
**Collarbone:** I can think of learning in a different way  
**Under Arm:** I’m lucky to learn  
**Top of Head:** I’m a great student/person

**Eyebrow:** Mistakes are okay to make  
**Side Eye:** Everyone makes mistakes  
**Under Eye:** They help you learn  
**Under Nose:** Learning can be fun  
**Chin/Under Mouth:** I’m a great kid
Collarbone: I can choose to feel gratitude
Under Arm: I have time for friends and time for learning
Top of Head: So lucky

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.
In this unit students learn that forgiveness means choosing to let go of anger and resentment toward yourself or someone else, to surrender thoughts of revenge, and to move forward with their personal power intact. Forgiveness has been shown to improve relationships, decrease anxiety and stress, lower blood pressure, lower the risk of depression, and strengthen immune and heart health. Students learn healthy ways to express anger and to calm themselves down. They also learn how their brains and bodies respond to anger. They practice listening skills to support each other when they feel angry or are having strong emotions.

**Tapping on Forgiveness**

Below are sample scenarios and language that can be used in relation to the social/emotional learning gained from the Forgiveness section of the Choose Love Program. While any concern from a student can be tapped on at any time, these are samples of concerns that may arise during this Forgiveness unit. You can change the language to fit the specific needs of your class, groups of people, or individual students. These scripts are provided to give ideas of how EFT can be used in each scenario. *As always, it is important to use the specific words relevant to the student or classroom situation.*

**Tapping Scenario: Forgiving Oneself**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0= very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I wish I did better on my test, I am a great person and I forgive myself.”
Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** I didn't do well on my task/test/artwork  
**Side Eye:** I'm upset  
**Under Eye:** I wish I did better  
**Under Nose:** My parents will be disappointed  
**Chin/Under Mouth:** I must be bad at everything  
**Collarbone:** I'm disappointed  
**Under Arm:** I will always do this poorly  
**Top of Head:** So upset

**Eyebrow:** Didn't do well on my task/test/artwork  
**Side Eye:** I'm upset  
**Under Eye:** But I did try hard  
**Under Nose:** That's what matters  
**Chin/Under Mouth:** My parents will know that  
**Collarbone:** I can do better but also feel proud  
**Under Arm:** I can forgive myself  
**Top of Head:** I can keep trying

**Eyebrow:** I'm good at many things  
**Side Eye:** I'm a great person  
**Under Eye:** I can try harder  
**Under Nose:** I can improve myself  
**Chin/Under Mouth:** I forgive myself and can feel calm  
**Collarbone:** I feel happy about learning  
**Under Arm:** I know I will do better  
**Top of Head:** I'm a great student

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.

**Tapping Scenario: Forgiving Others**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.
**Karate Chop (KC)** *(Repeat three times):* “Even though I was mad at my friend, I can choose to forgive him.”

Tap on all of the points while saying a few words as a reminder of the problem.

- **Eyebrow:** He told someone my secret
- **Side Eye:** I’m so mad at him
- **Under Eye:** I thought he was my friend
- **Under Nose:** Now I’m embarrassed
- **Chin/Under Mouth:** Maybe I don’t have good friends
- **Collarbone:** I feel alone
- **Under Arm:** Feeling so upset
- **Top of Head:** So annoyed at him

- **Eyebrow:** I can choose to talk to him instead of feeling upset
- **Side Eye:** I can feel this way and solve it
- **Under Eye:** I can think about how to talk to him
- **Under Nose:** I can forgive him
- **Chin/Under Mouth:** But it’s important to talk first
- **Collarbone:** He’s a good person
- **Under Arm:** I’m a good person
- **Top of Head:** I can choose to feel calmer

- **Eyebrow:** I can forgive him
- **Side Eye:** He is my friend
- **Under Eye:** I will be a good friend back
- **Under Nose:** I know how it feels
- **Chin/Under Mouth:** This helps me learn how to be a good friend
- **Collarbone:** We are good friends
- **Under Arm:** I can forgive him
- **Top of Head:** Keeping my friendships

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.

**Tapping Scenario: Anger Towards a Classmate**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up
statement should acknowledge the problem to be dealt with, then followed with an unconditional
affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I am angry at __ for not wanting to be my
partner, I can forgive him/her.”

Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** So angry at her
**Side Eye:** She made a face when she was to be my partner
**Under Eye:** I saw her face
**Under Nose:** I feel angry inside
**Chin/Under Mouth:** Why does she not want to be with me
**Collarbone:** Maybe no one does
**Under Arm:** What is wrong with me
**Top of Head:** Feeling so angry

**Eyebrow:** I am a great person
**Side Eye:** I can feel calm
**Under Eye:** I can forgive her
**Under Nose:** She is a good person too
**Chin/Under Mouth:** She may have a reason
**Collarbone:** Maybe she doesn’t understand the task
**Under Arm:** She may be worried too
**Top of Head:** I can think of others and forgive them

**Eyebrow:** She probably didn’t mean it against me
**Side Eye:** I like to be with certain people too
**Under Eye:** I can show her kindness
**Under Nose:** I can feel calm and be kind
**Chin/Under Mouth:** We are both great people
**Collarbone:** I can forgive and feel calm
**Under Arm:** Nothing is wrong with me
**Top of Head:** We all have different feelings and that’s okay

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the stu-
dent feels calmer or rates 0-2 on the scale.

**Tapping Scenario: Forgiving Oneself For Making a Mistake**
To begin, have the student think of what the problem or concern is and say it. Ask the student to
rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I wanted my presentation to be perfect, I forgive myself for making a mistake.”

Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** I didn’t do well on my presentation (test, homework, etc.)
**Side Eye:** I practiced so much
**Under Eye:** I wish I did better
**Under Nose:** I felt embarrassed in front of everyone
**Chin/Under Mouth:** I must be bad at everything
**Collarbone:** I’m disappointed
**Under Arm:** I will always do this poorly
**Top of Head:** So upset

**Eyebrow:** I wanted to improve some things
**Side Eye:** It could have been better
**Under Eye:** I made some mistakes
**Under Nose:** But it wasn’t so bad
**Chin/Under Mouth:** I included everything I wanted to
**Collarbone:** Maybe it doesn’t always have to be perfect
**Under Arm:** If it’s perfect I have nothing to learn
**Top of Head:** I did my best

**Eyebrow:** I can try new things
**Side Eye:** I can learn from mistakes
**Under Eye:** I’m a great student
**Under Nose:** I can feel good about all of my work
**Chin/Under Mouth:** I can forgive myself
**Collarbone:** I can try again
**Under Arm:** I did my best
**Top of Head:** I forgive myself

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.
In this unit students learn that compassion has two components: the first is empathy, which means putting yourself in someone else’s shoes and trying to feel what that person feels. The second is action, which means helping someone in need and performing acts of kindness without expecting anything in return. Compassion is when one understands how another person feels and takes action to alleviate that person’s suffering. Students apply their empathy and communication skills to support one another through compassionate action. Humans are wired for connection and compassion. The activities help students make choices that benefit their minds, hearts, bodies, and relationships.

**Tapping on Compassion in Action**

Below are sample scenarios and language that can be used in relation to the social/emotional learning gained from the Compassion in Action section of the Choose Love Program. While any concern from a student can be tapped on at any time, these are samples of concerns that may arise during this Compassion in Action unit. You can change the language to fit the specific needs of your class, groups of people, or individual students. These scripts are provided to give ideas of how EFT can be used in each scenario. *It is important to use the specific words relevant to the student or classroom situation.*

**Tapping Scenario: Compassion Towards Someone “Being Mean”**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0= very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the karate chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.
Karate Chop (KC) *(Repeat three times)*: “Even though she was mean to me, I can think about and understand why that might have been.”

Tap on all of the points while saying a few words as a reminder of the problem.

**Eyebrow:** She was mean to me during the project  
**Side Eye:** I’m upset  
**Under Eye:** She seems to be mean to me a lot  
**Under Nose:** I don’t like it  
**Chin/Under Mouth:** Feeling upset about going to school  
**Collarbone:** So mean  
**Under Arm:** Don’t want to work together  
**Top of Head:** Why is she mean

**Eyebrow:** She knows it makes me upset  
**Side Eye:** I’m upset  
**Under Eye:** Maybe I need to tell her  
**Under Nose:** Maybe she doesn’t realize  
**Chin/Under Mouth:** She could be feeling sad herself  
**Collarbone:** I can show compassion and listen to her  
**Under Arm:** I can show compassion and talk through it  
**Top of Head:** Maybe we both aren’t listening

**Eyebrow:** I’m a great person  
**Side Eye:** She’s a great person too  
**Under Eye:** I want her to show compassion  
**Under Nose:** I should show compassion  
**Chin/Under Mouth:** I can talk and listen  
**Collarbone:** I can listen and forgive  
**Under Arm:** I can understand other people  
**Top of Head:** I will be okay

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.

**Tapping Scenario: Compassion Towards Others**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the Karate Chop point 3 times. The set
up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

Karate Chop (KC) (Repeat three times): “Even though I want to be on my friend’s team, I can choose compassion toward others.”

Tap on all of the points while saying a few words as a reminder of the problem.

Eyebrow: I want to pick my friend as my partner
Side Eye: I like being with her
Under Eye: I have more fun with her
Under Nose: We can talk about fun things
Chin/Under Mouth: I don’t want to be with anyone else
Collarbone: I want my friend
Under Arm: We have fun
Top of Head: It’s easier to choose her

Eyebrow: I’m a great person
Side Eye: She’s a great person too
Under Eye: There are many great kids
Under Nose: I am lucky to have my friend
Chin/Under Mouth: We have a lot of fun together
Collarbone: Some people don’t have that
Under Arm: I see some people are alone
Top of Head: I can show compassion

Eyebrow: Everyone’s a great person
Side Eye: I can be partners with someone alone
Under Eye: I want her to show compassion
Under Nose: I should show compassion
Chin/Under Mouth: I can talk and listen
Collarbone: We can get along well
Under Arm: I can be with my friend at recess
Top of Head: I can show compassion

Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.
**Tapping Scenario: Compassion Towards Helping Someone**

To begin, have the student think of what the problem or concern is and say it. Ask the student to rate the problem from 0-10 (0 = very calm, 10 = worst ever) or use another scaled measure.

Say the problem in a set up statement while tapping on the Karate Chop point 3 times. The set up statement should acknowledge the problem to be dealt with, then followed with an unconditional affirmation of oneself as a person.

**Karate Chop (KC) (Repeat three times):** “Even though I want to finish my work, I can help others when they need it.”

Tap on all of the points while saying a few words as a reminder of the problem.

- **Eyebrow:** I see someone needs help
- **Side Eye:** I’d rather finish my work
- **Under Eye:** I really don’t know the person well
- **Under Nose:** I’d rather do my work
- **Chin/Under Mouth:** So much to do
- **Collarbone:** It’s easy to do nothing
- **Under Arm:** Lots to do
- **Top of Head:** Even though someone needs help

- **Eyebrow:** He dropped his things on the ground
- **Side Eye:** No one helped
- **Under Eye:** I am working
- **Under Nose:** I should show compassion
- **Chin/Under Mouth:** I can help
- **Collarbone:** It would be quick
- **Under Arm:** I can be compassionate to those in need
- **Top of Head:** I will still be okay

- **Eyebrow:** Showing compassion is more important
- **Side Eye:** I can get right back to my work
- **Under Eye:** It’s nice to help
- **Under Nose:** I should show compassion
- **Chin/Under Mouth:** Then others won’t feel alone
- **Collarbone:** I can be kind
- **Under Arm:** Then he will be okay
- **Top of Head:** And I will be okay
Take a deep breath and have the student rate the number again 0-10. Keep tapping until the student feels calmer or rates 0-2 on the scale.
ADDITIONAL FREE RESOURCES FOR YOU!

You can visit our website to find a collection of our FREE resources for educators: Visit [http://bit.ly/ResourcesCorner](http://bit.ly/ResourcesCorner) or [www.tappingsolutionfoundation.org](http://www.tappingsolutionfoundation.org) and click on Educator/Parent Corner.

Here’s a look at some of our available resources offered there:

**Quickstart Guide**
Looking for more information on how to introduce Tapping to your students, including when to Tap and more specific language to use? This guide was developed for teachers as a starting point. Check out our Quickstart Guide for an easy-to-follow reference! This is also available in Spanish.

**Gorilla Thumps & Bear Hugs Lesson Plans**
Have you used the Children’s book for Tapping, [Gorilla Thumps & Bear Hugs](#), with your students? You can access a free manual to accompany the book which provides you with lesson plans connected with reading, writing, and other curricular areas. Included are worksheets to help students remember how to tap, including sequencing Tapping points and writing their own Tapping phrases. This is also available in Spanish.

**Tap-Along Videos for Kids**
Visit our [YouTube page](#) for Tap-Along videos to use in your classrooms. Choose a topic that fits your needs, such as Test Anxiety or Social Issues, and students can tap along with the video. Also great as a brain break activity! These videos are also available with Spanish subtitles.

**Online Teacher Training**
Find out more information about a new Online Teacher Training program that guides you in learning the science behind Tapping, how to use it yourself, and how to best implement it in your classroom. This training is available for purchase only, but you can view the first module for free.

**Facebook group**
Join our [Facebook group](#) to stay up-to-date on new resources and have the opportunity to ask questions and learn from other educators using Tapping.
WE’D LOVE TO HEAR FROM YOU!

We are continuing to grow our Tapping for Stress Relief in Classrooms Program and we hope that this guide gives you information about how Tapping can positively impact our world’s youth, allowing them the tools to grow and succeed academically and socially. We hope you choose to adapt the Tapping scenarios to fit your students and their needs.

If you want more information about Tapping (EFT), visit The Tapping Solution at thetappingsolution.com. If you would like more information about how to get Tapping into your schools, or to get more information about Tapping for Stress Relief in Classrooms, visit The Tapping Solution Foundation at tappingsolutionfoundation.org.

Do you have feedback about this Tapping for Stress Relief in Classrooms guide? Did some parts go well, while others needed more clarification? Want more Tapping scenario language to help you in your classroom? We’d like to know! Please send your thoughts to info@tappingsolutionfoundation.org.
WE KNOW YOU’RE SOLD, BUT...

Would you like to inform parents about this tool your students are using to self-regulate their emotions and negative thoughts? Are you interested in getting Tapping into your school or other schools in your area? Here are some sample letters that you can use to spread the word, along with a snippet of some of the science related to Tapping. You can find more research on The Tapping Solution website: thetappingsolution.com.
Dear Parent,

In school, we have started using a self-management tool called Tapping, also known as Emotional Freedom Techniques (EFT). Tapping effectively provides relief from anxiety, worry and other phobias, and helps fortify resilience by encouraging self awareness. Similar to acupressure, Tapping uses the body’s energy meridian points, literally tapping into your body's own energy and healing power. Tapping can restore emotional balance, help resolve negative emotions, and curtail physical symptoms that stem from it.

Studies at Harvard Medical School have revealed that by stimulating the body's meridian points - the same spots on your body that are manipulated by acupuncturists - you can significantly reduce activity in a part of your brain called the amygdala. Think of your amygdala as a personal alarm system. When you experience trauma or fear, the amygdala is triggered and your body is flooded with cortisol, commonly known as the “stress hormone.” This intricate chain reaction - your stress response - significantly influences and sometimes even causes whatever it is that troubles you, whether that’s an illness, injury, or negative thought.

Tapping can be learned by anyone, even as young as 4 years old, and used at any time. Tapping in schools can be a critical self-management tool to give students the resiliency and ability to control their thoughts and emotions. They learn how to problem-solve and overcome stressful barriers that can get in the way of learning. Studies have shown that stress can dampen concentration and memory, leading to a decrease in student engagement and motivated learning. Tapping can help your student builds the skills they need to succeed while lessening their sense of stress and anxiety.

We also know that in today’s times, especially with the use of technology at earlier and earlier ages, social issues are making their way into classrooms, interfering with students’ ability to learn. Tapping can be used to address social concerns that arise, allowing students the opportunity to self-address and solve their problems in an effective and healthy way. Tapping gives students the knowledge that they can improve their academic performance, decrease negative emotional states, improve self-esteem and resiliency, and solve negative social interactions. You can imagine how Tapping can also increase positive emotions and self-esteem!

EFT or Tapping is an easy to use, easy to learn, quick, self-management technique. Because of this, research has shown that EFT is an effective tool for students in classroom situations.

Please visit The Tapping Solution at thetappingsolution.com to learn more about EFT. If you would like more information about Tapping for Stress Relief in Classrooms, visit tappingsolutionfoundation.org.

Yours sincerely,
Mr./Mrs./Dr.
Principal
School
Address

Dear ,

I believe that using Tapping, also known as Emotional Freedom Techniques (EFT), as a self-management tool in our school, will have compounded effects on our students. Similar to acupuncture, Tapping uses the body’s energy meridian points, literally tapping into your body’s own energy and healing power. Tapping effectively provides relief from anxiety, worry and other phobias, and helps fortify resilience by encouraging self-awareness.

Studies at Harvard Medical School have revealed that by stimulating the body’s meridian points—the same spots on your body that are manipulated by acupuncturists—you can significantly reduce activity in a part of your brain called the amygdala. Think of your amygdala as a personal alarm system. When you experience trauma or fear, the amygdala is triggered and your body is flooded with cortisol, commonly known as the “stress hormone.” This intricate chain reaction—your stress response—significantly influences and sometimes even causes whatever it is that troubles you, whether that’s an illness, injury, or negative thought.

Tapping can be learned by anyone, even as young as 4 years old, and used at any time. Because of this, Tapping in schools is critical as it gives students the resiliency and ability to control their thoughts and emotions. They learn how to problem-solve and overcome stressful barriers that can get in the way of learning. Studies have shown that stress can dampen concentration and memory, leading to a decrease in student engagement and motivated learning. Tapping can help your student build the skills they need to succeed while lessening their sense of stress and anxiety.

We also know that social issues are making their way into classrooms, interfering with students’ ability to learn. Tapping can be used to address social concerns that arise, allowing students the opportunity to manage and solve their problems in an effective and healthy way. As you can imagine, Tapping also increases positive emotions and self-esteem!
Because of this, I believe Tapping will give our students the opportunity to be problem solvers and motivated learners, help decrease test-anxiety, and in turn increase student achievement.

Research has shown that EFT is an effective tool for students in classroom situations. More scientific research and information can be found at thetappingsolution.com and tappingsolution-foundation.org.
Thank you for taking the time to learn more about this vital tool for our students.

Yours sincerely,
SCIENCE & RESEARCH

Below is a summarized Case Study of the effectiveness of EFT Tapping. You can find more information and research at www.thetappingsolution.com.

**EFT Lowers Cortisol Significantly**
A study published in the Journal of Nervous and Mental Disease, the oldest peer-reviewed psychology journal in the United States, found that Emotional Freedom Techniques (EFT) lowered the major stress hormone cortisol significantly more than other interventions tested.

In a randomized controlled trial 83 subjects were randomly assigned to a single hour-long session of EFT, talk therapy, or rest. Their cortisol levels were measured via a saliva test before and after the session. Cortisol was measured because it is known as the “stress hormone” of the body. As stress goes up, cortisol levels go up.

Originally designed to help us survive life in the wild, the “fight or flight” response was essential when our ancient ancestors were faced with sudden, brief danger like, let’s say, a tiger.

However useful in short bursts, releasing cortisol too frequently, as we seem to be doing in response to the ongoing or “chronic” stress of modern life, may have serious, even scary, impacts on our physical, mental and emotional health.

In fact, living in this kind of biological “survival mode” may be making us more vulnerable to everything from cancer to heart disease, and more.

**Results**
The normal rate of cortisol decline is 14% over an hour. The 1st group (Tapping) demonstrated a 24% decrease in cortisol levels, while the 2nd and 3rd groups showed only the standard cortisol reduction that happens with time passing. The 10% improvement in the 1st group (Tapping) is statistically significant. The EFT group also exhibited lower levels of psychological symptoms, including anxiety, depression, and other, as measured by the Symptom Assessment-45 (SA-45), a standard psychological assessment tool.

**The Reality**
Psychotherapy alone relieves stress, but over a long period of time. The immediate benefits of psychotherapy don’t register in your body, where excessive amounts of the “stress hormone” cortisol still run rampant, putting your health at risk.
Study Findings

Tapping balances activity between the sympathetic and parasympathetic regions of your brain, producing “a neutral emotional state,” the gold standard of health and wellness. It’s also the state of well-being people have sought to achieve for millennia through meditation, prayer, yoga, and other mindfulness practices.

Dr. Feinstein, a clinical psychologist who uses EFT in his own practice, adds that EFT is an “unusually precise, rapid, and direct for shifting the neurological underpinnings of a range of psychological problems.”

In fact, he adds, “the number of therapists using EFT has been rapidly increasing over the past decade, and now peer-reviewed research is showing that their instincts have been right. Surprisingly rapid outcomes with a variety of disorders are being documented.”
ABOUT THE TAPPING SOLUTION FOUNDATION!

Over one million people worldwide have been introduced to EFT Tapping through the efforts of The Tapping Solution and The Tapping Solution Foundation. Our projects have provided support for revolutionary, life-changing initiatives in the United States and around the world.

Since its inception in 2007, The Tapping Solution has been committed to spreading a message of health, healing and support by sharing the power of EFT Tapping. The Tapping Solution Foundation became the next stage of that outreach and was the swift response from a desire to help in the aftermath of the life-changing events of the Sandy Hook Elementary School tragedy in 2012.

“The decision to establish The Tapping Solution Foundation was an easy one when I saw what was needed, and I knew what was possible, right here in Newtown. I knew the timing was right, so we quickly moved forward to formalize and fund our long-term commitment to charitable works.”

– NICK ORTNER on creating The Tapping Solution Foundation

The Sandy Hook Elementary School Shooting tragedy struck home for the Ortners, located right next door to Tapping Solution’s Newtown, CT-based company. Twenty-eight lives were lost, including 20 first-graders and 6 educators. Just days later, Nick created a support team that would provide trauma relief for families who had lost loved ones, first responders, survivors of the shooting, and other affected members of the community, and provide vital support to community mental-health care givers. With an initial $10,000 donation from each of the Ortner siblings, the Foundation was formed.

From that point on, we have been working to reach local and worldwide communities in need of help and healing. In addition to working in schools, our projects also include Tapping for War Veterans, Tapping in Rwanda, Mexico, and Guatemala, and Tapping to Choose Love, a Tapping extension manual for a Social and Emotional Learning program. Sign up for our newsletter at www.tappingsolutionfoundation.org to learn more about these projects and to stay
up-to-date on new resources for schools, including Tapping videos, additional scripts, and letters to share with principals or parents. Be the first to know!

**Join our Tapping communities through Facebook:**

Nick Ortner: [www.facebook.com/nortner/](http://www.facebook.com/nortner/)

You can also contact us at [info@tappingsolutionfoundation.org](mailto:info@tappingsolutionfoundation.org).


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**The Tapping Solution**
by Nick Ortner

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**The Tapping Solution for Pain Relief**
by Nick Ortner

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**The Tapping Solution for Manifesting Your Greatest Self**
by Nick Ortner

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**The Tapping Solution for Weight Loss and Body Confidence**
by Jessica Ortner
The Tapping Solution for Teenage Girls
by Christine Wheeler

Gorilla Thumps & Bear Hugs: A Tapping Solution Children’s Story
by Alex Ortner

The Big Book of Hugs
by Nick Ortner & Alison Taylor

The Tapping Solution for Parents, Children and Teenagers
by Nick Ortner
“As a practicing psychiatrist with over 25 years of clinical experience, I see EFT as the most promising new treatment I’ve ever encountered. The potential applications of this deceptively simple technique are limitless.”

DR. ERIC LESKOWITZ

“Studies show that people who use Tapping recover very quickly from whatever ails them, often in just a few sessions. Whether you use it to reduce physical symptoms or for changing limiting beliefs, Tapping has the effect of releasing the emotional memories associated with your symptoms or beliefs.”

DR. CHRISTIANE NORTHRUP

“As we deepen our explorations of the complex mysteries of the human nervous system, rapid, noninvasive ways of repairing damage and dysfunction seem not so far away. Energy Psychology holds promise for blazing a trail toward that goal.”

DR. DAVID FEINSTEIN

“The 18 randomized controlled trials in this sample were critically evaluated for design quality, leading to the conclusion that they consistently demonstrated strong effect sizes and other positive statistical results that far exceed chance after relatively few treatment sessions.”

REVIEW OF GENERAL PSYCHOLOGY, AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)
“EFT studies have shown that after treatment, when subjects recall the events that used to trigger big emotional reactions, they are now calm. The memory appears to have been reconsolidated with the self-soothing emotional tags generated by tapping.”

DR. DAWSON CHURCH

“There has been a lot of research, and as a result there is a lot of evidence, on the changes in human behaviour and observable improvements that EFT can have on people with conditions like obesity - namely weight loss, reduced food cravings and weight management. However, this is the first time anywhere in the world that Functional Magnetic Resonance Imaging scans (FMRI) have been used to see physical, scientific evidence of exactly how EFT self-help techniques work on these conditions by changing the brain’s neural pathways involved in addiction and food cravings.”

DR. PETA STAPLETON

“Tapping your way to health is not only fun, it is healing. I highly recommend you begin today!”

DR. C. NORMAN SHEALY

“Nothing comes closer to ‘magic’ than the positive results I have personally witnessed using EFT on thousands of my patients who suffered from physical and emotional pain and illness. EFT can lead you to incredible breakthroughs on your healing journey, and it can help you in your daily life.”

DR. JOSEPH MERCOLA
“Tapping is one of the most directed and powerful ways to peel away those layers of chronic stress. It’s very effective for very difficult problems.”

DR. MARK HYMAN

“The scientific data proves that the body is equipped with natural self-repair mechanisms that can be flipped on or off by practices that turn off the body’s stress responses and turn on the body’s relaxation responses. EFT is just such a mind-and-body-altering practice...”

DR. LISSA RANKIN

“While empirical studies to fully demonstrate the speed and power of EP [Energy Psychology] are still needed, it’s hard not to be deeply moved seeing emotionally devastated people come back into happier, more effective lives after a few EP sessions.”

DR. DAVID FEINSTEIN

“I believe EFT to be one of the biggest breakthroughs in psychology and medicine in a century.”

DR. DAWSON CHURCH

Disclaimer: The information presented here is not intended to represent that Tapping is used to diagnose, cure, treat, or prevent any medical problem or psychological disorder, nor is Tapping intended as a substitute for seeking professional healthcare advice. We strongly recommend that you seek professional advice as appropriate before making any health decision.