



## NLP Homefun Activities

The NLP Homefun activities are designed to reinforce learning at both the conscious and unconscious level and to encourage you find ways to apply what you are learning outside the workshop setting. The exercises are to be completed between your introduction to NLP and the workshop you take to complete the requirements for Licensed Practitioner of NLP.

The homefun consists of a series of language skills exercises, an applications journal, and summaries of three NLP or NLP-related books.

Please keep the homefun separate from your class notes. You may, of course, use examples based on class notes and activities in your journal, but, to ensure that we see the examples and applications that best demonstrate your mastery of the skills, avoid mixing class notes and homefun exercises. Make sure that your homefun, whether handwritten or word processed, is well organized and easy to read.

Also, focus on specific applications rather than on your personal thoughts and feelings:

**Avoid this:** I can't wait to use anchoring on my spouse.

**Say this:** When my spouse laughed at a joke on TV, I anchored that response. Later, I triggered the anchor to recreate those feelings.

### Language Skills 1: Ambiguities

The language skills exercises address both the Metamodel (need for more specific or precise information) and the Milton Model ("artfully vague" language designed to promote change). These exercises increase your sensitivity to language usage and increase brain flexibility.

**List at least 100 *phonological* ambiguities:**

- Bare/bear
- I/eye
- Wait/weight
- Turn (change direction, an opportunity)

These may be listed as word pairs or as multiple meanings for a single word. If you elect to write complete sentences, indicate the ambiguity: *We're open until 6:00. Come by (buy) today. She was doing massage on the side.* (Side of the body or in addition to other work?)

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**List at least 50 syntactic ambiguities:**

- Teaching teachers can be difficult. [Is it difficult to teach teachers, or are teachers who are teaching difficult?]
- They were fighting dogs. [Were the dogs a special kind for fighting, or were the “they” engaged in fighting dogs?]
- I shot an elephant in my pajamas. [Who was wearing the pajamas—the shooter or the elephant?]
- I ran after a girl in a bikini. [Who was wearing the bikini?]
- I saw a cow riding my horse. [Who was riding the horse?]

Syntactic ambiguities are based on the structure or syntax of the sentence. The ambiguity results from uncertainty about the intended meaning of the sentence. For this reason, you need to provide complete sentences to illustrate syntactic ambiguities.

**List at least 50 scope ambiguities:**

- The director wanted bearded men and women for the play. [Does “bearded” apply to both men and women?]
- Slow children playing. [Is “slow” a direction for drivers or does it apply to “children.” Note: This is also a punctuation ambiguity—Slow. Children playing.]
- We had beautifully decorated cakes and ice cream for dessert. [Were both the cakes and the ice cream decorated?]
- The hospital employed older doctors and nurses. [Were both the doctors and nurses older?]

Scope ambiguities result from uncertainty about how much of the sentence a modifier (a word or phrase) applies to. Use complete sentences to illustrate scope ambiguities.

**List at list 10 punctuation ambiguities:**

- That’s right now you can relax more completely. [Missing punctuation between *right* and *now*.]
- Sit right down into a deep and comfortable trance. [Missing punctuation between *right* and *down*.]
- When your unconscious mind what I say now and go into a deep trance. [*Mind* functions to complete *unconscious* and also to direct the person to pay attention, which is also a phonological ambiguity.]
- Sit close so you can here you are, ready to go into trance. [Missing punctuation between *here* and *you*, and *here* (hear) is also a phonological ambiguity.]
- Woman—without her, man is helpless. [This could also be punctuated to change the meaning: *Woman without her man, is helpless*. Although the punctuation itself is not ambiguous, the meaning of the sentence changes based on the punctuation selected.]

Punctuation ambiguity is based on missing or inappropriate punctuation. It often uses a pivot word and functions in more than one clause. Indicate that you understand the ambiguity by highlighting the pivot word or otherwise explaining the nature of the ambiguity.

Write 10 sentences showing how the above ambiguities might be used to promote behavioral change.

## Language Skills 2: Milton Model Applications

Write 10 sentences using each of the following advanced language patterns: Embedded Questions, Embedded Commands, Conversational Postulates, Quotes, and Tag Questions.

### Embedded Questions

- I'm wondering how you feel about that now. [How do you feel about that now?]
- I'm curious about what you see yourself doing next. [What do you see yourself doing next?]
- It would be helpful if you could say more about that now. [Could you say more about that now?]
- I would be interested in knowing what something like that costs. [What does something like that cost?]

An embedded question is a statement that implies a question and to which people respond as though you have asked a question. Embedded questions solicit information without your actually asking a question, and they will end with a period. When you write your embedded questions, indicate the implied question following the embedded example.

### Embedded Commands

- You can *feel better* in knowing that *you'll make the right choice*. [Both *feel better* and *you'll make the right choice* can be delivered as embedded commands.]
- When you *eat more vegetables*, you'll be healthier. [The embedded command is to *eat more vegetables*.]
- Making the right choice can be easy when you *stop smoking* now. [The embedded command is *stop smoking*.]

Embedded commands are commands included within a statement. The command is set off by pacing (pause before) or by tonal emphasis. In face-to-face conversations, it can also be set off by using a visual anchor. When you create your sentences underline or *italicize* the embedded command. Example: "Let your unconscious be the one that allows you to *relax completely now*."

### Conversational Postulates

- Do you have the time? [Rather than saying *yes* or *no*, people typically provide the time.]
- Are you ready to go into trance now? [The person may simply go into trance rather than say *yes*.]
- Can you give me a hand with this? [People typically respond by helping.]
- Is the door still open? [A person would typically close the door.]

A conversational postulate is a question that asks for a yes/no response but which usually produces the implied behavior.

### Quotes

- Einstein said that you can't solve a problem using the same kind of logic that created it.
- Richard Bandler often says that disappointment requires adequate planning.
- We have had participants tell us that they really enjoy the homefun exercises.

- When I was in therapy, my therapist told me to quit complaining and try something new.
- Research indicates that no smoker is too addicted to quit when he or she wants to.

Quotes are used to provide additional credibility to a statement or to gain psychological distance from the statement. If someone is likely to resist what you really need/want to tell him or her, quoting an authority will typically have greater impact. For even greater credibility and greater distance from the statement, put the quotation inside another quotation: *Richard Bandler often says that Virginia Satir said that she mistrusted hypnosis until she recognized that she had been using it all along.*

### Tag Questions

- You're feeling good now, aren't you? [The tag question undermines the statement.]
- You're feeling good now, aren't you... [The tag question supports and emphasizes the statement.]
- You enjoy the homefun exercises, don't you? [The tag question undermines the statement.]
- You enjoy the homefun exercises, don't you.... [The tag question supports and emphasizes the statement.]

Use a question mark at the end of those tag questions which contain statements you want to call into question. Those will end with voice tone *up*: "Men aren't really smarter than women, are they?" Use a series of dots (and voice town down) following those tag questions being used to support and emphasize the statement: Both men and women can be smart, can't they....

Although it is important to show that you understand the form (isn't it), focus on the use of tag questions to show that you also understand their appropriate use. The following sentences, for example, illustrate the form, but they don't demonstrate understanding, do they....

- It is raining, isn't it?
- It is raining, isn't it....

## Application Journal

Although you may complete your application journal during the intensives, begin keeping it now. How are you using NLP in your personal and professional life? Where and how do you see others using NLP techniques (whether intentionally or by accident) in their communication?

Provide specific examples of use of anchoring—setting, collapsing, chaining, amplifying (or diminishing)—submodality shifts, advanced language patterns—framing, reframing, Metamodel (and Metamodel "violations"—things people have said or that you've read that require additional information to be understood), Milton Model—use of "artfully vague language (Metamodel violations, presuppositions, etc.)—calibration, strategy elicitation, and specific applications—fast phobia cure, belief change, etc.

**Avoid this:** I heard syntactic ambiguities while I was watching TV tonight.

**Say this:** While I was watching TV this evening, the sports news anchor said, "Smelling just awful, I interviewed the quarterback." This is a syntactic ambiguity.

The two most common (and probably the best) ways to organize your application journal are either chronologically or categorically. If you organize chronologically (in which case your subcategories will be the applications), it is easy to use a spiral notebook and simply track entries by date. The principal problem with this method of organization is that you *may* end up repeating the same applications and omitting others entirely.

When you organize by categories of application (in which case your subcategories will be dates), you are more likely to ensure that you cover all the categories with a degree of balance. The hazard of this method of organization is the inability to tell in advance how many pages you will need for each category. You may find that a three-ring binder works well for this form of organization.

We will review your homefun and return it (and the binder) to you with our comments. You may submit homefun for feedback along the way. There is no failure, only feedback. Life is so much more pleasant because you are able to value the process as you complete the task while you are learning the skill. Just by your recognizing what the homefun requirements are, you have moved beyond unconscious and conscious incompetence!

## Foundational Reading

As part of your preparations for NLP Practitioner or Master Practitioner, write a brief summary of any three of the books on the following list. Other books that focus on NLP or hypnosis may qualify, so if you have a book you'd like to summarize that isn't on the list, be sure to ask before writing and submitting your summary. Also, if you want to know more about any of the books on the list before deciding which to read and summarize, please ask.

The purpose of reading and summarizing is to broaden your understanding of NLP beyond what you experience in the intensives and what you read in the materials by Bowman and Basham. Having a broad perspective of NLP will increase both your confidence and your competence.

Although not all of the following books are still in print, many are available through used-book stores (including Amazon.com). In addition to *Conversations: Freedom is Everything and Love Is All the Rest*, by Richard Bandler & Owen Fitzpatrick, SCS still has a limited number of copies of two important NLP classics: *Reframing*, by Richard Bandler, and *Using Your Brain for a Change*, by Richard Bandler and John Grinder. The number of copies that SCS has available really is limited, so be sure to call/write now (269.921.2217 or [debra@scs-matters.com](mailto:debra@scs-matters.com)) to reserve the books you desire.

Additionally, copies of many classic NLP books can be found at <http://shop.nlpco.com>. Scroll down to "All Titles," and click on the link for NLP & Hypnosis. The principal foundational

books are by Richard Bandler and John Grinder. Although NLP has changed in significant ways since the “early days,” the more foundational reading you do, the broader your perspective will become, which in turn leads to a better understanding of current theory and practice.

In writing of your summaries, avoid presenting opinion (such as, *This is a good book* or *Bandler really knows what he is talking about*) and description (such as, *This book contains seven chapters* or *This book is about reframing*). Instead, focus on saying what the book says using fewer words. It is fine to quote critical passages and to borrow extensively from the original text. Your purpose is to let us know that you have read and understood the books, so do that as quickly and as easily as you can.

Avoid writing a review (your opinions and recommendations), and avoid simply describing what the book says:

**Avoid this:** The authors begin the second chapter by saying that submodalities are the key to understanding how people run their brains.

**Say this:** Submodalities are the key to understanding how people run their brains.

### The Books

Andreas S, (2006). *Six Blind Elephants: Understanding Ourselves and Each Other, Vols 1 &2*. Moab, UT: Real People Press.

Andreas, S. (2002). *Transforming Your Self: Becoming Who You Want to Be*. Moab, UT: Real People Press.

Andreas, S., and Andreas, C., eds. (1987). *Change Your Mind: And Keep the Change*. Moab, UT: Real People Press.

Andreas, C., and Andreas, S. (1989). *Heart of the Mind: Engaging Your Inner Power to Change*. Moab, UT: Real People Press.

Andreas, S., and Faulkner, C. (eds., 1994). *NLP: The New Technology of Achievement*. New York: William Morrow and Company.

Bandler, R. (1993). *The Adventures of Anybody*. Capitola, CA: Meta Publications.

Bandler, R. (1985 ). *Using Your Brain for a Change*. Moab, UT: Real People Press.

Bandler, R., and Fitzpatrick, O. (2006). *Conversations: Freedom is Everything & Love Is All the Rest*. Dublin, Ireland: Mysterious Publications.

Bandler, R. and Grinder, J. (1979). *Frogs into Princes: Neuro-Linguistic Programming*. Moab, UT: Real People Press.

Bandler, R. and Grinder, J. (1982 ). *ReFraming: Neuro-Linguistic Programming and the Transformation of Meaning*. Moab, UT: Real People Press.

Dilts, R. (1999). *Sleight of Mouth: The Magic of Conversational Belief Change*. Capitola, CA: Meta Publications.

Grinder, J., and Bandler, R. (1981). *Trance-Formations: Neuro-Linguistic Programming and the Structure of Hypnosis*. Moab, UT: Real People Press.

Heller, S., and Steele, T. (1987). *Monsters and Magical Sticks: There's No Such Thing as Hypnosis*. Tempe, AZ: New Falcon Press

O'Connor, J., and Seymour, J. (1990). *Introducing Neuro-Linguistic Programming: The New Psychology of Personal Excellence*. London: Mandala.

Overdurf, J., and Silverthorn, J. (1995). *Training Trances: Multi-Level Communication in Therapy and Training*. Portland, OR: Metamorphous Press.

## Application /Demonstration

After completing the training, you will be able to demonstrate the following skills:

- Identify sensory modalities by eye accessing cues, language, and posture.
- Identify metaprograms based on language usage.
- Create rapport through matching and mirroring physiology and language usage.
- Calibrate *yes/no* and *like/dislike* based on nonverbal responses.
- Set and trigger kinesthetic, auditory, and visual anchors.
- Use sliding anchors to amplify a specific state.
- Chain anchors to achieve a specific purpose.
- Elicit another person's strategy for doing something.
- Elicit another person's timeline.
- Use presupposition to establish perceptual frames.
- Use content and context reframing to change the way another person thinks about a problem.
- Identify the submodalities of belief, disbelief, and doubt, and use differences in submodalities to change an unwanted belief.
- Resolve internal conflicts using the following techniques: SWISH, Visual Squash, and Six-step Reframing.
- Use the Compulsion Blowout to eliminate compulsive behavior.
- Use the Change Personal History technique to redefine a negative imprint experience.
- Use the New Behavior Generator to change an undesirable response to a specific stimulus.

- Use the Fast Phobia Cure to eliminate a phobia or an unwarranted anxiety.
- Induce hypnosis, and use language effectively to deepen the trance and to facilitate a specific outcome. Return the person to his or her normal waking state feeling better than before.

This is the official SCS “list” of things you *should* be able to do as a Licensed NLP Practitioner. The list is the same for Master Practitioner, but Master Practitioners need to be able to do them with a greater degree of mastery in terms of both confidence and competence.

We will also provide you with the official list distributed by the Society of NLP. The actual applications are the same, but some of the vocabulary is different.

## Online Discussion, Questions, and Comments

*Note:* We have had to take the online forum offline temporarily because of the number of spam entries we were receiving. When you are ready to use the forum to enhance your learning, please let Joel ([joel@scs-matters.com](mailto:joel@scs-matters.com)) know, and he will put the forum back online.

To participate in an online discussion of NLP, go to the following URL:

**<http://www.scs-matters.com/NLP-Online/>**

If you have questions about how to use the Forum, send email to [joel@scs-matters.com](mailto:joel@scs-matters.com).

### Helpful Email Lists

Consider joining and participating in email discussions about NLP and related subjects:

The SCS Discussion list is designed for questions, comments, and discussion in an email format. To join, send a blank email message to the following address:

[scs-discussion-subscribe@scs-matters.com](mailto:scs-discussion-subscribe@scs-matters.com)

The Punny Times Word Play list is designed to provide practice (and examples) of linguistic ambiguities. To join, send a blank email message to the following address:

[scs-punnytimes-subscribe@scs-matters.com](mailto:scs-punnytimes-subscribe@scs-matters.com)