



Reiki eZine by Taggart King

[Liberate Your Reiki!] Reiki Teaching: How To Create Your Reiki Manual

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Liberate your Reiki!

The eZine for Open-minded Reiki people
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Reiki Teaching: How To Create Your Reiki Manual



Your students need to relax, safe in the knowledge that everything you say on their Reiki course is covered in detail in their course materials. You should lay out everything that you teach, clearly and logically, with summaries, illustrations or images, and expand on what you teach on the day, providing non-essential but useful information that rounds out and deepens their knowledge of the system that they are learning.

Your students should not be forced to take notes because this is a huge distraction, stops them from enjoying the day, and trying to take decent notes when you're all zonked out on energy is no fun.

So your students deserve a proper course manual that covers *everything* that you dealt with on the course, with further explanations, examples, and back-up info. They should be able to use your manual as a reference work that they can return to again and again to check on everything that is needed for that level.

You start with your notes

Your Reiki manual should start with what you tell students on their live course, so at the very least they have a hard copy of everything that you say to them, to refer to after their course. They won't be able to remember, or take notes on, everything that you said to them, after all.

So you can base your manual on the notes that you made when you put your live course together. Write down everything that you think you say to people during your course and that can give you a basic lot of content to work with.

And because your notes will follow the basic order of your course, your manual will also follow that logical structure, which

is helpful.

But when you teach, live, you will probably say more than you just jotted down in your notes: you will probably expand on things, give different real-world examples of people that you have treated, for example, to illustrate different points. I would hazard a guess that all of that won't be there in your notes.

But all these things need to go in your manual, too, to make sure that it is comprehensive and detailed: a true resource for your students to be able to refer to and rely on. So how do you make that happen?

Record yourself when you present your course

Use a hand-held audio recorder to record yourself during your courses. You may not like listening to the sound of your voice but (a lot of people don't) but you just need to get over yourself and do it anyway(!), because your manual will be so much more useful because of it.

Anything that you explain on a course, that you haven't already noted down, you should write down now: all the anecdotes, all the explanations, all the descriptions and helpful practical suggestions that you make: add all of these to your manual.

But when we teach Reiki, often new topics of conversation arise. Students come up with so many different questions that you hadn't prepared for and for which there are no answers in your notes: you have to deal with queries and issues 'on the fly', using your knowledge and experience there and then to help your students to be clear about what they should do. This is a very useful resource for you.

Using students' questions to guide your content

Can you remember what interesting question or questions someone asked you the last time you taught Reiki? Maybe you made a note of them somewhere. You can put those answers or that issue in your manual to make sure that if anyone else wondered about that topic, you already have it covered.

Think back on other courses you held (or even courses that you attended when you were learning Reiki) and see if you can remember what interesting points and issues came up. All these issues can go in your manual.

But maybe you haven't taught any Reiki courses yet; maybe you are getting your manual together in advance, ready for your first course or courses. That's ok, because your manual should not be set in stone...

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