



11.1 READ THE ARTICLE

Training 4: Originations

Definitions

It is important to understand the difference between an *origination* and a *comment*.

1. An *origination* is something another person says that is about *him*, his ideas, feelings or difficulties. For example, "I feel really tired all of a sudden" is an origination.

2. A *comment* is a statement or remark another person says that is just about *you*. For example, "Your shirt is nice," "Your hair looks bad" and "You don't know what you are doing" are all comments.

Originations and comments are totally different.

Originations by your coach are about him and how he is doing.

Comments by your coach are remarks about you that have nothing to do with the question or how he is doing. A comment is a remark about you said by your coach as an effort to not answer the question.

Originations are handled. *Comments* are disregarded.

Purpose

This drill teaches you to be able to recognize and correctly handle originations from another person. This drill also teaches you to recognize when another person gives an origination and to not be startled or thrown off by it, but to handle the origination smoothly and return to the question being asked. This drill further teaches you to recognize a comment as different from an origination and to disregard comments and return to the question being asked.

Position

You and another person are seated about three feet apart, facing each other.

Questions

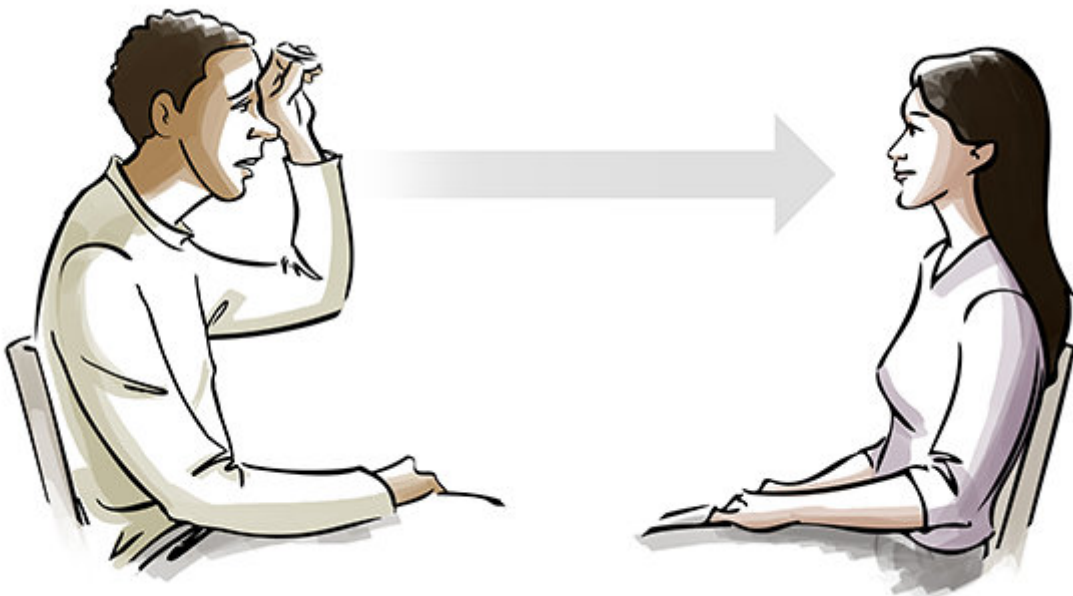
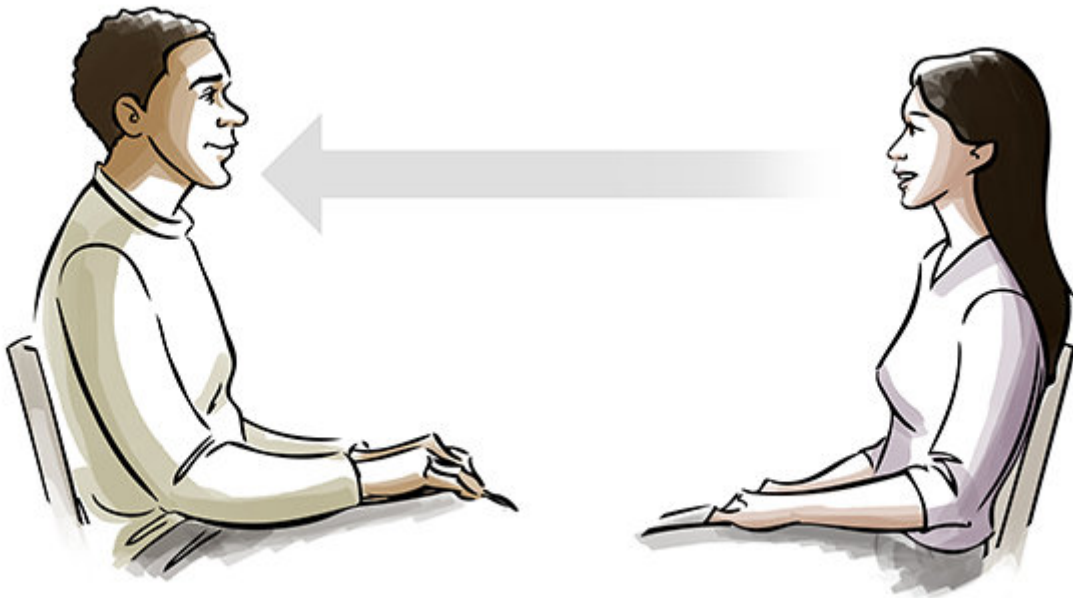
On this drill, you ask the person across from you one of the following questions:

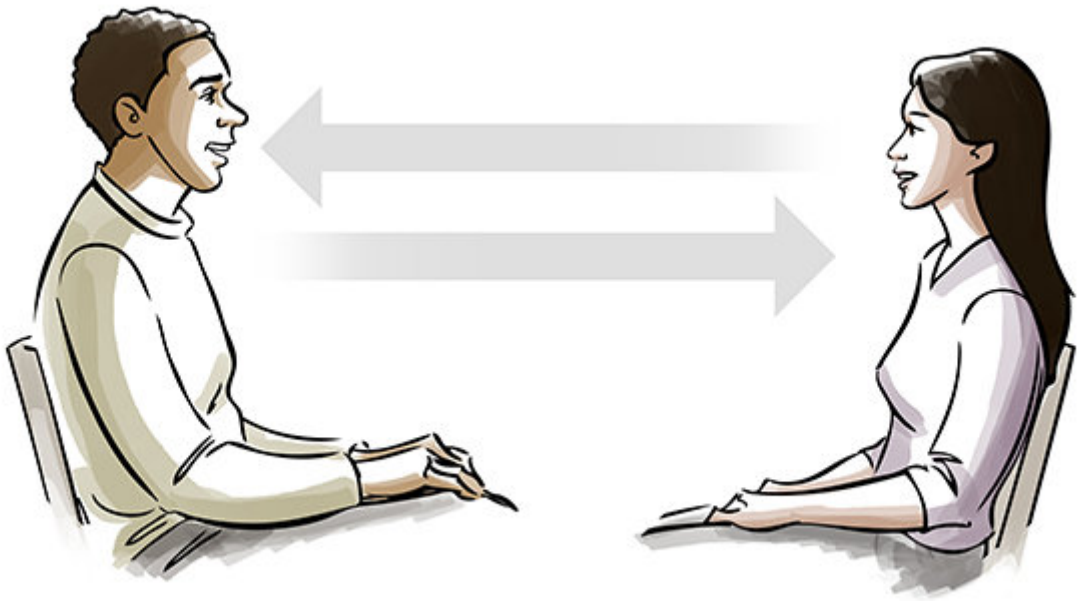
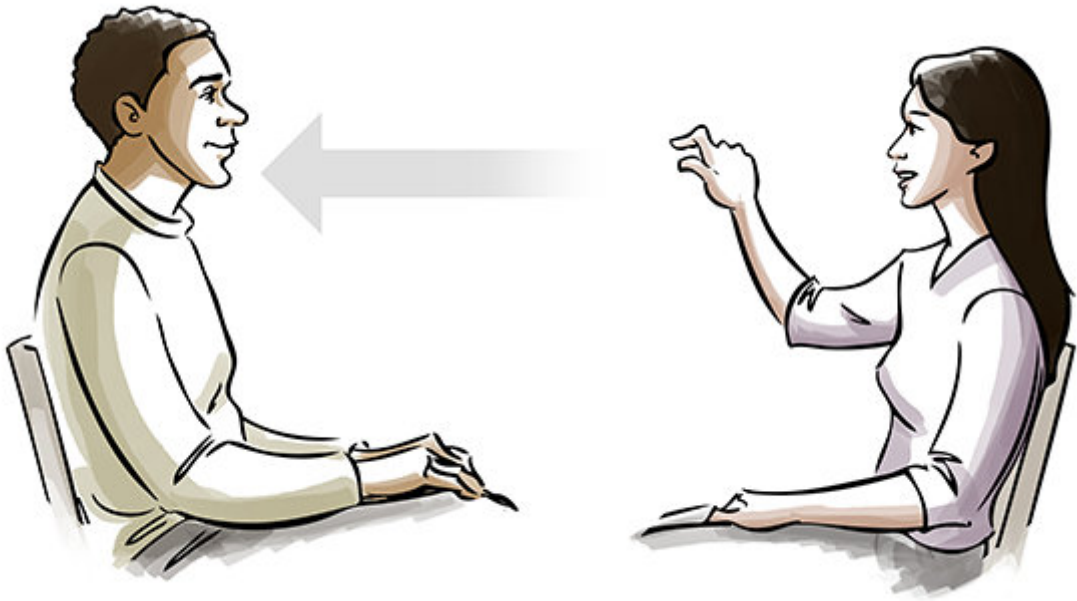
“DO BIRDS FLY?”

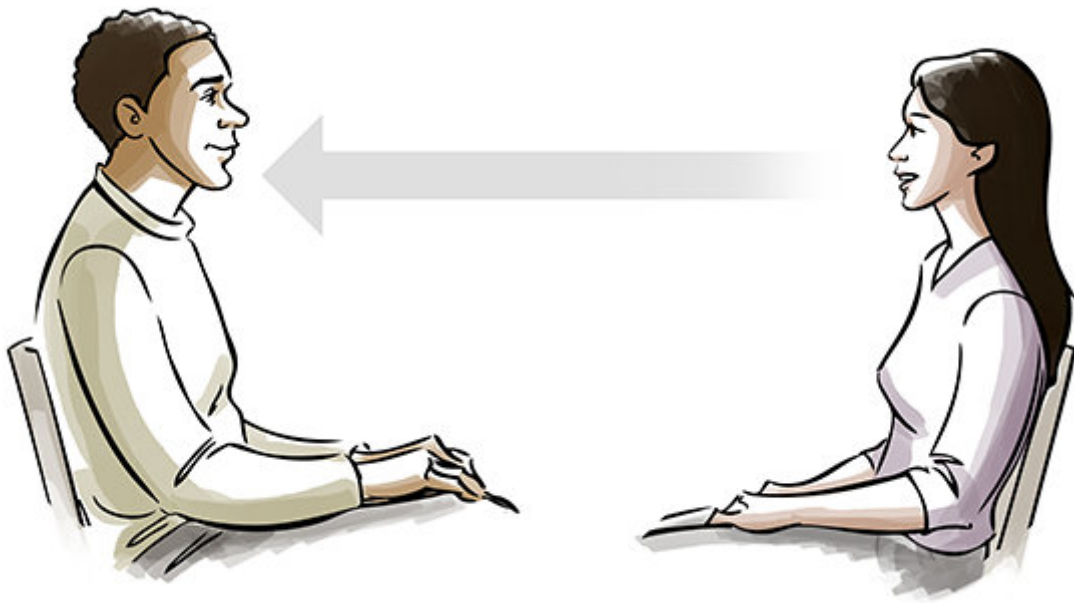
Or

“DO FISH SWIM?”

Pick one of the questions to use in the drill and use it over and over. Do not mix the two questions.







Instructions

This drill is done as follows:

You: Ask your coach, “Do birds fly?” or “Do fish swim?”

Coach: When the student asks you the question, do one of the following:

1. Answer the question.
2. Occasionally, don’t actually answer the question, but instead make an origination from a list called an Origination Sheet (located at the end of this drill).
3. Occasionally, don’t answer the question, but instead say a comment.

You: If your coach answered the question, acknowledge the answer and then ask the same question again, newly.

If your coach made an origination, handle the origination as follows:

1. Understand the origination.
2. Acknowledge the origination.
3. Handle the origination while maintaining communication with your coach.
4. When the origination is handled, return your coach to the question being asked.

If your coach said a comment, do not acknowledge it, but repeat the question.

Patter

The student's failure to persist always gets a "That's it" in any TR, but more so with this drill. The coach should always read from the Origination Sheet when making originations. It gives a list of various statements or remarks referring to how the coach feels or about his worries, etc. For example:

Student: "Do birds fly?"

Coach: "Yes."

Student: "Thank you."

Student: "Do birds fly?"

Coach: "I just remembered the last time I went swimming."

Student: "Thanks for letting me know. Do birds fly?"

Coach: "Yes, they do."

Student: "Very good."

End Result

The drill is done until each of the following occurs:

1. You are able to recognize originations, handle them and return to the original question.
2. You are also able to recognize comments as different from originations, disregard them and get back to the original question.
3. Your coach is satisfied you can do so.