



QUAREIA—THE ADEPT

Module IX—Teaching, Mentoring, and
Group Construction

Lesson 3: Teaching Stage One

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WELCOME

Welcome to this lesson of the Quareia curriculum.

The Quareia takes a magical apprentice from the beginning of magic to the level of adeptship and beyond. The course has no superfluous text; there is no dressing, no padding—everything is in its place and everything within the course has a good reason to be there.

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So remember—in order for this course to work, it is wise to work with the lessons in sequence. If you don't, it won't work.

Yours,

Josephine McCarthy



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Lesson 3: Teaching Stage One

In this lesson we will look at lesson plans for the first stage of magical training for beginners. Stage one lays the very first foundations, introduces people to concepts and ideas, and starts the process of learning disciplines. In the previous two lessons we went over the background issues and structure, so now we can get straight on to looking at a sample set of first stage classes.

In this lesson we will use the Quareia beginner work as an example curriculum. You are free to use the Quareia material, as you know it so well by now and will fully understand why it is used. As an adept teacher, you may have other things that you wish to teach: look at the examples, why they are there, and what do they do, so that you can use the class structure as a template or as inspiration—just ensure that whatever you teach will work coherently for what you are trying to achieve. I am working from the premise of having four ‘stage one’ sessions each a day long, and spaced at least a month apart. Don’t have the lessons too close together, as the students need time between them to practise and digest what they have learned. If you do weekly evening classes then the students will become wholly dependent on you for their ‘hit’ of magical work and are less likely to practise the work and develop it for themselves.

As you look over the four classes, you will see how each class builds on the previous one, so that each step provides new learning, deepens previous learning, and gives a chance for reassessment. I will also give you a suggested schedule so that you get an idea of a good length for each subject and how each day would be broken down.

Note: I have found it a bad idea to have people join the classes once the sequence has started. You might have new students come in to the second lesson, but after that a new student will lack the necessary background to move the group on swiftly. Better to keep a waiting list and have any new students start with the next round of beginner classes.

Class One, 10am–5pm

10:00am Introduction

Introductory talk, students placed in seating positions, talk about how to behave/interact with the magical space they are sitting in, and ground rules. People introduce themselves.

11:30am Ten minute break

11:40am Basic stillness meditation

Light the central candle, guide a basic stillness meditation. Then talk about the importance of meditation in magic and what it leads to.

12:00 Basic ritual preparation

Teach the routine of people approaching the altars. Do this without the candles burning or the gates open: it is merely an exercise in how to work

the space. First person—you—goes to the east altar. Step back, bow, go to the south. The next person in the circle then goes to the east. As you move from the south to the west, the second person goes to the south and the third person goes to the east, and so forth. It is worth taking your time when teaching this, so that when you come to work in ritual everything flows smoothly as everyone knows what is expected of them.

Do this as a dry run so that people do not feel they have to be formal. They will learn it quicker that way. Later, this structure can be used in group work to keep a flow of contact and power going, so it is vital for beginners to understand its physical mechanics. Just tell the students that it is an outer exercise and at this stage will have no power to it.

1:00pm Lunch break

2:00pm Visionary basic technique

Teach 'navigating a space' from Module I, Lesson 3. Have them sit with their eyes closed and go in vision out into the street and look around. Talk them through the visionary process until you get to outside, then fall silent and let them work in silence, looking around. After a few minutes silence, start to speak again, showing them the door back into the building. Bring them back into the room where they are sitting, then tell them to open their eyes when ready. When everyone has their eyes open, and starting with the person sitting next to you, go around the circle and have everyone speak briefly about their experience.

3:00pm Ten minute break

3:10pm Visionary magic

Talk briefly about the visionary process and how the exercise they have just done is the foundation of learning to work in vision. Explain the difference between visionary work and guided psychological visualisation work. Answer questions.

3:30pm Tarot

Tell everyone they need to get a Rider-Waite deck so that you are all working from the same page. Show them the deck, explain that it is a template for most tarot decks, which is why beginners should learn it. If everyone works with different decks then the lessons will descend into chaos, so be firm that everyone needs to be working with the same deck. Show them the four-directional layout that uses six cards—Module I, Lesson 2. Do a sample reading about the space where you are working. If anything bad shows up, do not let drama unfold— just work through it logically.

Talk about shuffling techniques, the importance of cleaning one's hands and the deck, and how to store it properly. Do a couple more sample readings and go through each position, what it means, how it relates to the cards that fell in those positions, etc. If most people are new to tarot then give them a check-sheet of key words, one for each card, that sums up the basic foundation meaning of that card. Tell them to keep the sheet with their deck, or to write the key word on a label and stick it on the card.

4:45pm Finishing up

Put all the cards away and do a simple, silent mediation for five minutes. Answer any questions and make any announcements to do with the next lesson. Advise the group to practise their visionary exercise, and outline some of the others in Module I, Lesson 3. Give them a printout of exercises that you want them to practise. Also advise them to do a meditation each day and also to practise the tarot layout that you demonstrated. Give them a practise sheet of the layout and tarot reading tasks to do. The lessons will jump forward a lot, so tell them that it is important for them to practise between the lessons.

Class Two, 10am–5pm

10:00am Stillness meditation

Settle everyone down and do a five minute silent meditation. Then ask if anyone has any questions, and ask how they got on with their 'homework.' Address any issues raised.

10:30am Ritual training

Go over the basic elemental and power attributions of the directions. Because this is a group rather than one person working alone, there is no need for uttered declarations at each direction when you get to the practical work. Simply ask them to tune their minds to the elements in each direction as they stand before the altars. Have them take turns lighting the candle in each direction, visualising gates, blowing out the candle, then going to the next direction.

It is important that each student gets to light each candle, and to do this from stillness. This makes for a lot of lighting and blowing out of candles. Have tapers for them to take turns with, and use the sequence they learned in the last lesson, so that you have a person working in each direction, opening the gate, and closing it. Once they have all opened and closed the gates, then they need to do the foundation anchor utterance at the east altar.

This utterance is in Module I, Lesson 4: “the wand of creative fire and the future in my left hand...” Devise a simple ritual where each person visits the four gates, returns to the east, and does the utterance. To help them remember it, you can print it out in large, clear text and place it on the east altar.

As they do this, have them think about the basic attributions of north to their left and south to their right, and east before them and west behind them.

You should remember how this very basic anchor flowers in adept training, and how important it is to plant this seed right at the beginning of a magician’s training.

12:00 Ten minute break

12:10 On the gates

Talk about the gates, why they are developed in magic, how they become thresholds for contacts, and how they are the basis for ritual patterns. Also talk about the centre, and the fulcrum within the person and the room. Answer questions, and go over any confusions. Also talk about the foundational magical tools of sword, vessel, staff, and stone, as they appear in the directional ritual.

1:00pm Lunch break

2:00pm Magical symbols

Have a large sheet of paper or a white board, and go over the basic magical symbols: Pentagram, Hexagram, and Cruciform. Work with Lesson 6 of Module I to show how the symbols map out, and how this forms a basis of magical layout in hidden symbolism and texts. Give them paper and pens and have them work with the pattern-drawing exercise in Lesson 6. If possible, take in pictures that demonstrate the use of these symbols, and outline what is behind them and what they come from.

3:00pm Ten minute break

3:10pm Breastplate

Teach them how to develop a breastplate using visionary technique and utterance. Tell them what it is, how it works, then have them stand with eyes shut and visualise each aspect while you read one out to them—Module I, Lesson 7. Keep repeating it until they can start to say it with you, so that they remember it, and remember the visualisation for each line—give them images to visualise for each line. Afterwards, give them a sheet with it all on. If you have time, teach them how to make a simple directional talisman and how to go around the directions asking threshold contacts to put into it whatever is necessary for them.

4:00pm Tarot

Choose a subject or event that they are all familiar with, and have everyone do a four-directional reading asking a specific question regarding the subject. Go around people as they have their cards out, and ask questions about what they think the answers mean.

4:50pm Short silence meditation to finish

Ensure they have any check-sheets they need, and ask them to practise what they have learned. Give them a printout of the directional ritual of

power, or your version of it, from Module II, Lesson 1, so that they can learn it and have it ready for the next lesson. Remember, you will need to adapt it for a group setting. The visionary part you will speak out for them, but they will need to know the ritual actions and words for moving about.

Class Three

10:00am Brief stillness mediation

10:10am Visionary ritual

Teach them an adapted version of the visionary ritual from Module II, Lesson 1: the visionary ritual of the directions. Then do the directional ritual of power with them. You are the visionary voice, while they sit in their seats. Then they get up in sequence and do the ritual.

11:50am Ten minute break

12:00 Visionary work

Work with a vision adapted from Module II, Lesson 8, where you visit the land in vision. Use the room as the starting point and take them out into the land in vision. Talk them through it using simple words, do not overdescribe, and leave silences so that they can have their own experiences. Remember, you say what you see, you do not use a predetermined script. Bring them back carefully, using the central flame as a beacon. When everyone is back, go around the circle for people to say what they experienced.

1:00pm Lunch break

2:00pm Tree of Life tarot

Teach them the layout and how to use it. Have them do their own readings with it—give them a question to answer. Give demonstration readings so that they gain understanding in how the positions and cards work together.

3:30pm Ten minute break

3:40pm More tarot

Continue with tarot work and practical readings.

4:40pm Finishing up

Answer questions, set tasks for them to do between now and the next lesson, and set reading tasks: have them look deeper into the foundational magical shapes and symbols, and into the magical tools. Guide them towards history books and images, and away from New Age stuff. Have them look for these images in old paintings, wall images, and temple architecture. Set them tasks to go out and practise their inner senses by handling things in junk stores. Give them a worksheet with an adapted pentagram ritual for them to learn for the next lesson. Adapt it for group use and simplify it.

Finish with a short silent meditation.

Class Four

10:00am Meditation, Q and A

Short meditation and answering questions, also talking about the inner senses exercises they did in their own time.

10:30am Ritual work

Work with opening the gates. Then each student goes around the directions, starting in the east, and visualises the gates and a contact coming to the threshold. They commune briefly in vision with the contact. Have them working in turn, sequentially, in each direction, as they have already learned. Afterwards, go around each one for them to say what they experienced.

This is a big leap in terms of communing in vision with a contact. Some will get it and some will not, as some will need time to develop inner skills. So make sure they understand that it is okay to fail—the purpose of the exercise is to step up to the threshold and trigger the opportunity.

11:45am Fifteen minute break

12:00 Visionary work

Take them in vision to meet the goddess in the cave in the Underworld. Talk around afterwards.

1:00pm Break for lunch

2:00pm Pentagram ritual

Work on an adapted version of the pentagram ritual. Talk about the pentagram, what it does in the ritual, and why. Go over the practicalities of the group working with the ritual, have a practice run, then do it with them.

3:30pm Ten minute break

3:40pm Tarot

Set reading tasks using the four-directional and Tree of Life spreads. Get people working in pairs and doing readings for each other, using the question “show me the energies of the land where my home is.” Also do work with them looking at their own home and the energies in the directions.

4:45pm Q and A, meditation.

Gather the group back together, go over any questions, finish with a short meditation.

Summary

What do they actually have at the end of that stage? They have basic tarot skills and a basic understanding of ritual, of working with vision in ritual, of thresholds and gates, of how to use their inner senses, of how to go out on the land in vision, and of how to connect in vision with their first deity contact. Those are all key skills that will lay a foundation for them.

Should they decide after this first stage of classes to go and study a different magical system, then they will have very basic skills to help them understand what they are learning. They are also skills that trigger all sorts of awakenings within people, and even if they do no further magical training, then these foundation skills, if practised, will still be of great use to them.

Each class is a major jump from the previous one in terms of technique, knowledge, and application. This is particularly necessary in face-to-face training, as students need to make those leaps by self-study and practice between classes.

Magical skill essentially develops alone and not in a classroom. You give them twenty percent by showing them a technique, and they have to put in the remaining eight percent by working the technique on their own between classes. Not only does that bed in the techniques, but it also allows for inner contact to start slowly to build.

Visionary techniques are the hardest for a student to learn, as the technique will differ slightly for each person. It depends on how their

mind and imagination work, how much they self-limit, and how much preprogramming they have in terms of ideas, beliefs, and taboos. When you teach visionary work to students face-to-face, your voice and your words will subvert some of their autonomous internal development process in terms of visionary skills, yet it is a good way to place a group of people into an experience that they can then go away and work with. Remember to remind them that contacts commune through the mind, and they should not expect to ‘hear’ voices.

It is a fine balancing act between opening a door for a student and hobbling their future progress by using guided vision too much. Once a group of students have done a few key visions, and have got the idea of how to do it and how to bypass their own psychology, then the teacher should provide only the map—“we will go here.” The group then does the vision in silence, each student having their own unique experience.

Guiding true magical vision is the hardest part of being a teacher, not only because it can be a strong energy drain, but also because you are responsible for getting it right. You have to ensure that they bridge from their imagination through to actual inner contact. This takes time and practice on their part when they are alone. The sessions in the classes are catalysts: they teach the basic technique, and the group’s momentum provides a wave that individual students can ride to break through the barrier between their imagination and true inner connection.

If you look back over the class structure, you will see that it works in a particular sequence. It always starts with a meditation, which tunes everyone in, and it also, by default, tunes the space in. Most classes happen in venues used for all sorts of things, and if the group always starts with a stillness meditation then it will ‘remind the room’ that it is about to be worked in magically. Treat rooms as living consciousnesses. By performing a group stillness meditation, the layers of the directions that you will build over the classes will start to subtly and passively tune in properly.

It is less of a tuning than you would find in a magical temple, but it provides a thin veneer of tuning for the space so that bridges can start gently to form. If you continue to use the space for deeper magical work, then at the end of each session, you should gather up the inner layer of the room and ‘hand it up’ for future keeping. That ‘rolled-up’ space tuning can also then be lowered and unfolded in a different space, if necessary.

Then comes the ritual work that tunes the room further and tunes the people. Working in different ritual exercises around the directions prepares the students for visionary work, and gives the inner work a

pattern to flow through. This also starts the process of inner contacts edging nearer to the students, which will also facilitate tarot readings or other divination activities.

If in a day-long lesson you choose to do a lot of ritual training, then ensure there is visionary content between the ritual sessions to bring the contacts closer and to tune the students to the inner layers of consciousness.

The sequence of activities that you decide on for a class should be coherent and structured for magical and training purposes rather than mundane reasons. Everything should interlock and support everything else. So when you plan a day of training, ensure that each activity opens up and supports the next one, so that the energy and contact, as well as the learning, flows coherently.

In the next lesson we will look at a 'stage two' round of lessons, and instead of me laying it all out for you, you will work on structuring it for yourself. Before you move on to the next lesson, go back over the elements of learning that appear in the lessons, and look back over the first module in the Quareia training. Look especially for what was missed out. Think about why this should be so. Some things cannot be taught well in a group; sometimes there is just not time to fit everything into one day, and you have to focus on key elements; and certain things are best left for people to discover in their own time.

Think about how different it is to learn as a sole practitioner compared to being a student in a group. Both approaches have positives and negatives in the early stages of training, and the key for a teacher is to figure out the best way to teach a student magic without subverting their individual development and making them dependent on the teacher for constant input.

Finally, think about why it is so very important that a person who wishes to study the depths of magic to adept level must do this more or less alone. This is a really important thing for a teacher to understand in terms of magical evolution, self-development, and true magical contact. Overteaching can destroy a potential adept. By nature we want to be taught every step, to have companionship on the road of learning, and to have someone to lean on. And indeed, if a person is left alone completely, then they will likely flounder and fail.

So think about how you would maintain a balance as a teacher. How do you get people on their feet and onto the path of learning, but also ensure that they forge a truly individual magical path? It is not a simple

either-or thing, and as a teacher, as you gain more experience and watch your students develop, you will learn to recognise where mistakes are made and the damage that can be done. That way, you will find ways to lay foundations in group teaching, then step back at the right time and simply mentor and guide your old students without constant, face-to-face teaching.

QUAREIA

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