

Sheila Love IMPACT-ology Mastermind

“Sheila Love — Where Everything Is Possible”

LESSON 3

Your Mind

Position	Lesson 3 of 20
Duration	40–50 minutes
Age Group	12–18 years, Liberia, West Africa
Core Idea	Your mind is not your brain. It is your connection with the wider Universe, and thoughts held there, with feeling, become real things.

1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Explain the difference between the brain and the mind
2. State, in their own words, why thoughts become things
3. Practice choosing a good thought on purpose, instead of an automatic one
4. Identify one thought they are ready to stop repeating

2. OPENING HOOK (5 minutes)

Ask the class to picture their own front door. Give them five seconds.

Now ask them to picture the cooking pot at home. Five seconds.

Now say: “Picture your mind.”

Watch the hesitation. Let it sit.

“Most of you just tried to picture a brain. That is not what I asked for. Nobody ever showed you what your mind actually looks like. Today, somebody will.”

3. CORE CONTENT

Not the Same Thing

Your brain is an organ. It sits inside your skull. A doctor can hold it in two hands.

Your mind is not there. It is not in any single part of you. It is in every part of you.

Your mind is your connection with the wider Universe, with God, however you name that connection in your own life.

The Wall in the Way

If the connection is real, why does it feel weak sometimes? Why do good ideas seem to disappear before you use them?

Because the connection gets blocked. By your paradigms, the old programming running underneath everything you do.

You will meet paradigms properly next lesson. For today, just know they are the static on the line.

Thoughts Become Things

Here is the part that changes how you use your own mind, starting today.

Your mind is not a storage room for old information. It is built to create things that have never existed before.

If you imagine your goal as already true, held clearly and repeated with real feeling, you start moving toward it, whether you notice the movement or not.

That is not luck. That is not magic. That is the mind doing exactly the job it was built for.

Choose the Good Ones

Every mind repeats thoughts. That part is automatic.

Which thoughts get repeated is not automatic. That part, you choose.

**So the question worth asking yourself, every single day, is simple.
What am I repeating?**

4. STORY: 'THE RADIO IN HER CHEST'

THE RADIO IN HER CHEST

Comfort sang in the church choir, third row, second from the left, every Sunday since she was nine.

She was fifteen now, and the choir mistress, Ma Josephine, had started giving her small solo lines, just a phrase here and there, nothing the whole congregation would remember by name.

Comfort remembered every one of them. She practiced in the yard behind the kitchen house where nobody could hear her miss a note.

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Her father had been out of work since the printing shop closed in the dry season. Nobody said much about it at home, but the quiet at dinner said enough.

Comfort found herself repeating a thought most nights, without deciding to. We are going to struggle. It just arrived, the way a fly arrives, and she let it sit on everything.

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One Sunday before the service, Ma Josephine pulled her aside.

"You're not singing from the same place you used to," she said. Not unkindly. Just true.

Comfort didn't know how to explain it. She was still hitting the notes.

"Your voice comes from more than your throat," Ma Josephine said. "It comes from what you're carrying. What are you carrying these days?"

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Comfort told her, quietly, about the printing shop, about dinner, about the thought that kept arriving uninvited.

Ma Josephine nodded slowly. "That thought you keep repeating. Does it help your father find work?"

"No."

"Then why keep feeding it?"

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That evening, in the yard behind the kitchen house, Comfort tried something different. Instead of we are going to struggle, she held a different sentence in her chest, the way she held a note before releasing it. My father will find his way back to work. She did not know if it was true yet. She held it anyway, the way you hold a note you haven't fully reached.

She sang it under her breath, once, just to hear how it sounded out loud.

It sounded like something she wanted to keep singing.

5. ACTIVITY (10 minutes)

Materials: any paper, any pen or pencil.

1. Write down one thought you notice yourself repeating often, especially when things are hard.
2. Ask yourself honestly: does repeating this thought help you, or just keep you company?
3. Write one new thought you could choose to repeat instead, in your own words, something you want to become true.
4. Say the new thought out loud to yourself, quietly, once.
5. Fold the paper and keep the new thought somewhere you'll see it this week.

6. DISCUSSION QUESTIONS

1. What did you picture when you first tried to picture your own mind?
2. What is a thought you've been repeating without meaning to?
3. Where have you seen a repeated thought, good or bad, start to become real in someone's life?
4. What is one thought you are ready to stop feeding, starting today?

7. FACILITATOR NOTES

Some students may connect 'the wider Universe' directly to their own faith. Let them use their own language for it. Do not correct or redirect their framing.

The brain versus mind distinction can feel abstract. Anchor it with the door and cooking pot exercise before moving to anything conceptual.

If a student's repeated thought reveals real hardship at home, as with Comfort's story, do not try to solve the hardship. Acknowledge it, and let the lesson's tool stand on its own.

Keep today's chosen new thought. It connects directly to Lesson 4's paradigms and Lesson 9's understanding and faith.

This lesson can land as heavy or abstract for some students. To lighten the room before they leave, try this live: have students write their name using their opposite hand for ten seconds. It feels clumsy and wrong immediately — that discomfort is the paradigm resisting. Point out that it only gets easier with practice. More on this next lesson.

8. BRIDGE TO LESSON 4

Before students leave, ask:

“If the connection to your mind gets blocked by something, what do you think that something actually is, and where did it come from?”

Let them guess.

“We name it next time.”