

NOEMI PAYMAL

PEDAGOOOLOGY 3000

EDUCATION FOR THE 3RD MILLENNIUM



EDITORIAL AUTORES DE ARGENTINA

PEDAGOOOOGY 3000

A PRACTICAL GUIDE FOR TEACHERS, PARENTS AND ONESELF

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Editorial Autores de Argentina



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To all the children,
to those who came and left,
to those who are now on planet Earth
and to those who are still to come ...
To the Light, Love and Information they bring.

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We also want to express our immense gratitude and our affection for all these kids, these children and babies who have shared their experiences and messages. They showed us Life itself, with their different backgrounds, their fresh new winds.

Our gratitude also goes to all parents, grandparents, teachers, doctors, psychologists, pediatricians and other child professionals who trusted us and shared their valuable experiences with us.

Introduction

What is happening with education?

Why do so many parents and teachers say they cannot handle the situation?

What kinds of tools do the psycho-pedagogues need for the children of today?

What does the arrival of these gifted children with special abilities mean to all of us?

How to build a new society where Being is more important than Having?

How can we return to our essence?

How to emerge again with nature, Mother Earth and the cosmos?

Are we envisioning the birth of a new humanity?

These questions invite us to rethink a new educational-pedagogical proposal that will respond to the fundamental human needs that are emerging in today's society, within a culturally diverse context of deep respect and peace, both outside and inside. This book includes scientific studies and direct observations of over seven years of multidisciplinary research, experiences and testimonies in over more than fifteen countries, and it provides practical tools and solutions that are easy to implement and adapt according to each context, aiming to co-create a New Integral Education of Being.

This text has been designed for teachers, parents, therapists and professionals who wish to pursue a different education, an education which is more humane, relevant to each child or young person. Obviously, each reader can extend and apply the information from their own knowledge, needs, cultural and ecological environment and according to their own dreams.

Whether it is to open a different type of nursery, a holistic education center, an alternative school, a place for integral development, a retreat center in the mountains or any alternative initiative in the field of education or health, this book provides fresh ideas and actions. It is no longer just a group of isolated efforts but many achievements of a great team in service which travels back in time to re-unite with their roots, to explore a possible future with wide horizons and different dimensions, and to consolidate a different mind set, built with the belief that change starts with oneself.

We want all children, youth and adults of today to cherish the sacred connection with which they were born with and to remain true to themselves, in harmony with their Essence. It is our responsibility, commitment and promise, to offer them and ourselves the education and love that we all deserve.

The approach of this research is based on the direct observation of the children of today, of their needs and desires, their ways of learning and being. From the emotional to the rational aspect, we are surprised by the multilateral and multidimensional faculty that a lot of young children of today have. Therefore, the book is divided into the following parts:

- The first part explains the new guidelines of being, behaving and learning of the children and youth of today.
- The second part is a compilation of scientific references to promote and justify a radical change in education.
- The third part presents relevant teaching methods for the new millennium and explains what Pedagogy 3000 is all about. It also provides various practical techniques for self-development and explains many playful tools, called bio-intelligent, which are easy to apply in the classroom and at home. As well as outlining biomorphic and bio-reconnecting techniques and some ancestral teaching tools.
- The fourth part also provides useful information about the psychic capacity of children, as well as the specific needs of the newborns.

In fact, you are all welcome to share the education of your culture, country, and tradition to contribute ideas, experiences, feelings, for future Pedagogy 3000 publications.

Please do not hesitate to write to us!

INTERACTIVE EXERCISES

No. 1: Interactive Proposal – Practical exercises

On the right side of some pages you can find a 90-degree turn, where the reader can become an actor, to create new ideas, make proposals and determine their own solutions. With this book we encourage the reader to underline, scribble down personal comments, create, co-create, co-recreate, dream, practice and enjoy. Let your creativity, caring and intuition flow. We want Pedagogy 3000 not only to be a discovery of current and future children but to sprout a sense of innovation, freedom, joy, which is put into practical theories to make the process and outcome always surprise us.

Prepare yourself for an interactive reading. We encourage you to have a notebook and a pen handy to write down notes or draw your impressions, ideas, conceptual maps, proposals and applications as you read through this book.

There is plenty of research to be done, especially in the multicultural area which is profoundly enriching. We hope that this book is another contribution to allow fulfil the so desired changes in the planet and humanity.

We dedicate this work to all the babies, children and youth of the new generations.

Note 1

References cited in this book are written as follows.

In the reference to other literature:

Author, publication date, page.

For example: (Goleman, 1995:34)

In reference to an interview or recorded statement (File Pedagogy 3000):

Author, date of communication, pc (pc: personal communication).

For example: (Vargas, 2000: pc).

In reference to information sent by email:

Author, date of email em (em e-mail).

For example: (Ayala, 2004: em).

In reference to information found in an article on a Website:

Author, article date, ea (ea: electronic article).

For example: (From Zor, 2002: e).

Note 2

Due to the multidisciplinary and anthropological approach of this book, the author offers a holistic approach based on a wide variety of sources, regardless of their origin. Therefore references and testimonies come from diverse fields such as sociological, cultural, scientific, experimental, psychological, philosophical, spiritual and oral traditions.

An interactive book

This version is presented as an interactive book, or rather, intro-interactive. That is, when reading it we encourage a three-way interaction and activation.

First, one should interact with the material presented, to be able to build their own personal pedagogy with the evidence presented, allowing to re-create it in harmony with their own culture, country, social and economic situation, and ecology. Also according to the children around us, our own feelings and dreams. Every day, every moment, every child, every father, every mother and every teacher is different and unique.

Secondly, we encourage to transform the acquired knowledge into action, wherever you are. So, to interact and engage with it in everyday life, putting the suggested information into practice. It is only with practice we can really learn. When we practice we move on, by making mistakes, correcting them and moving on again; this continuous movement through action allows us to constantly grow. It is through our daily life practice that this book may serve us. In education, as in many other branches of science of today and tomorrow, if we just focus on the theory, nothing will happen. If we are to begin practicing what we say, everything happens and everything will happen.

Thirdly, and perhaps most importantly, interact with ourselves. This means, to make intro-activation occur within ourselves. Inner activation through the knowledge presented in this book is what will bring a change in each and everyone of us. By embracing the power and potential of the children who are coming, who will open new horizons and unexpected possibilities.

In any case, let's enjoy it!

This second edition has been revised and expanded. We have added new tools and general information which can be used anywhere in the world. We have extended the theme of multiple intelligences to thirteen intelligences and introduced the concept of reconnecting education. It also introduces new testimonies and information.

Pedagogy 3000 is in constant transformation, it is dynamic, endless, open and constantly growing and self-renewing itself in harmony with the new paradigms of the New Era.

This book welcomes every child, to be able to understand our sons and daughters, our students, our patients. And to be able to understand ourselves.

INTERACTIVE EXERCISES

No. 2: Defining my own path. My three goals

Spend 2 or 3 minutes to breathe consciously, relax, concentrate, feel, stretch, yawn and get comfortable.

1. Ask yourself with all honesty.

- What do I expect from education?

- For me? For my children?

- What do I hope and want to project?

2. Then put it into practice. Make a list of activities, teaching areas and applicable tools for your environment.

- What resources do you count with?

- What resources do you want to create?

3. Interact with yourself. From your centre visualize the attitude, disposition and contribution you would like to achieve.

Visualize and design with clarity and ease your own personal transformation.

PART I

A NEW HUMAN BEING IS APPEARING

CHAPTER 1

Incredible changes in the children and youth of today

What is happening with the children of today?

Are we just witnessing a simple generation gap or is something else happening?

Why are so many children, who are different in their behaviour and way of being, born at the same time everywhere in the world, in a variety of social, economic and cultural environments?

Why is their way of learning so different?

What do these changes mean for our future society?

What are the implications for today's adults?

What is happening to humanity as a whole?

1. This is the most important event of our time!

The new patterns of being and behavior of the children and youth today require the need for a great shift in education and health in our emerging society, a shift that concerns us all because we are all part of it. That is, for each of us to grasp the new concepts of change, both in our way of being and acting. We must learn how to live, in the depths of our being, the understanding and values that enable us to re-direct our own lives and re-direct the learning process towards an integral education for children, both at home and in the classroom; a learning process more properly called learning-learning, because with this dynamic all of us are constantly learning. All of us teach and learn together.

The distinguished professor George Kühlewindl^[1] wrote in 2001:

In the last twenty years more and more children are born who, in their being and behavior, are stepping aside from their parents and teachers. New generations of souls are coming to earth, children who are very mature, who are unhappy with the adult world, and through a strong spiritual drive want to transform this world. This is the most important event in modern times. (Kuhlewind, 2002:9 at the back)

Who are the children and youth of this millennium?

Babies, children, teenagers, adults and to a lesser extent grandparents, which have exceptional natural talents, insight and sensitivity, compared to most of the previous generations before the 80's. This greater awareness can be seen in physiological, affective, emotional, ethical, behavioral, cognitive, social, psychological and spiritual domains.

Today, our teachers observe in amazement:

Children are more naughty, and they ignore us. Just ten years ago they would still obey us. The children today are loving and bright, but their behavior and way of learning is very different. We do not know how to handle them. Also they cannot sit down in their chairs for more than five minutes!

Parents say:

At home, it is always the same story; I can see my son and daughter more precocious in every way, more mature. They are able to pronounce words when they are just eight months old and can make up whole sentences at the age of fourteen months. They eat and sleep little. And they have more energy than us adults! Many times we do not know what to do: We are running out of patience!

Pediatricians also mention that the children of today have a different metabolism and they even talk about new immune processes. The obstetricians are astonished by the level of alert that babies have at birth. Bolivian obstetrician, Dr. Gonzalo Córdova, explains:

They are born with their eyes wide open and they look at everything around them. They look at me as if I had to answer their questions! From the first moments of their life they have a very strong eye contact with their mother. Some mothers say they have telepathic communication with them, even before birth. We are amazed! It seems as if we are witnessing an evolutionary leap in humanity! (Cordova, 2005: pc^[2])

For a couple of decades, the world has been witnessing the arrival of waves of children whose characteristics are very different from previous generations. China, for example, since 1970 has had a significant increase in children with very noticeable psychic tendencies, reported in Paul Dong and Thomas Raffill's works, which were also confirmed by the President of the Creática Institute in Venezuela, Dr. Natalio Domínguez Rivera:

There were strange cases of children appearing in China, Romania and the United States. Many universities around the world began to research this issue. In 1983, the President of the Creática Institute, during a training workshop of Intelligence Development at the University of Beijing, requested by the Popular Government of China, heard about certain superpsychic children, and learned about the amazing abilities of these children who, without previous training, could understand other people's thoughts, read a page of a closed book, move a ball in the air with projected energy and especially, they had a maturity which previously was inconceivable by the normal standards of psychic evolution. (INDI-GO Foundation, 2004:124)

Obviously they were expecting rapid changes during the coming generation, either by a high level of stimulation that children receive constantly from the prenatal period, or due to the constant bombardment of the media and increasingly accelerated advances in technology. But what is particularly striking is the extreme speed and nature of the changes. What is astonishing about the characteristics of these children of today is not only their high cognitive abilities but also their wide understanding in all areas, their profound level of empathy and their amazing psychic and spiritual openness, especially at a young age. Those qualities, anthropologists and sociologists say (Abad, 2004: cp.) are manifesting so quickly that it often transcends the parents and teachers' ability to educate them, which explains the deep crisis of the current education system, and to a lesser extent of the health care system. Dr. Domínguez explains:

Some children stand out for their mental purity, high vitality, early maturity, although not through the tasks set for them at school; their critical faculties somewhat caustic and sharp, their dissatisfaction with the education system, their ease of use of electronic equipment and, above all, a different vision of life and a rejection towards routine tasks. These children are appearing with a very strong personality, without a possible diagnose because they are so different from each other, and cannot be applied the classic IQ (intelligence quotient), not because they are smarter, but because they are working from a different perspective. Never had so many and such distinguished exceptions appeared together in the history of psychology; for seven years they have tried to work out this issue, first by isolating the problem and after by looking for a way to help the situation of these precocious children, as we called them before. Right from the beginning they suspect that they were dealing with exceptional children. We were reluctant to accept them as a normal issue. We searched for clinic symptoms and abnormalities. Today we are convinced that we have to look after them and wait for them, because they are going to shape tomorrow's societies for a more

INTERACTIVE EXERCISES

No. 3: Mypersonal project

1. To create my own project. What do I want to create and develop? Before continuing, breathe in deeply three times, close your eyes and feel in your heart what you want to project, or envision your most desired projects.
2. Open your eyes and write down what you felt, no matter how wild or impossible it may seem.

2. Is a New Being emerging?

It seems that the children and youth of the Third Millennium are born with innate activated gifts, which are non-dormant like with the adults of the previous generations. This is particularly outstanding for four reasons:

- The fact that these changes are occurring all around the world, in all social, economic and cultural sectors.
- The rapid increase in numbers of young children with these characteristics. We estimate that since 2006 those born with these characteristics are the majority.
- The speed of intrinsic qualitative changes, especially psychological and spiritual changes within the children, youth and even adults.
- The extraordinary future potential that this opening of consciousness at a planetary level entails.

Some may be gifted boys or girls with a high IQ, but not always. Where they are most prominent is in their psychological and spiritual maturity as well as their high Emotional Intelligence Quotient or EQ, as described by Daniel Goleman^[3](Goleman, 2002:22)

In many cases these features are wrongly diagnosed as Attention Deficit Disorders and Hyperactivity^[4]. Very often they are labeled as problematic children who supposedly have learning difficulties, in general due to being restless, quick and easily bored, especially if the contents of the subject is presented to the student in a repetitive and monotonous way.

Some children and young people complain about the use of the word *new*: new children, new generations, new millennium, new features, new patterns of being and ways of learning. The children say: "For us, it is not new, it is normal. It is just a matter of remembering, nothing else." (Bolivia, 2005: pc. Workshop for children and youth). But for many moms, dads and teachers everything is new and surprising!

An opening of consciousness

Dr. Abad Merchán, Regional Director of the Cultural Programs of the Central Bank Museum of Ecuador, anthropologist and sociologist, points out that we are living in a unique and very particular moment in terms of the acceleration of human evolution. In 2004, during a conference, he stated:

It should be clearly recognized that the presence of these talented children is the living symbol of a transcendental change in today's humanity, which can be compared to the great historical stages throughout the so-called evolution of the human being (fire, agriculture, or the Industrial Revolution). But the current changes do not only imply the physical and external world, but especially the inner world, through the modification of our level of consciousness.

From the sociological point of view, our time is regarded as a period of acceleration in the history of humanity. We are at the same time the witnesses and the protagonists of great socio-anthropological and especially emotional and spiritual changes. The evolution from the heart can be faster than any other. There is no other option for change. The change will be spiritual, and it will begin with a personal transformation within each one of us. With this historical acceleration and the arrival of these children, what would have taken centuries will be experienced in only a few decades.

Which is the role we should assume during this process of the awakening of consciousness? Our role is to promote individual change to be able to achieve global change; this is to be aware of Consciousness. We can see in our children the reflection of the synthesis of millions of years of human evolution, of the history of the universe. The cosmos has been condensed into the microcosm that is humanity, and the talents of childhood are the crown jewel of this universe" (Abad, e-magazine Amerika Indigo, # 7, April 2004:1-2) ^[5]

3. Outstanding features of the children of today

"They have many talents that are being wasted" said one teacher from a private school in La Paz, Bolivia. "They have tremendous potential" says another teacher of a school from the city of El Alto. "From my experience, they seem to learn best through alternative forms of education, especially when using visual methods" adds another.

In general, we can observe different behavioral tendencies in children and young people today. Below you can find those of a eight year old boy, reflecting the outstanding features that these children tend to have in common. His Mom says:

Peter has a lot of energy, he sleeps little, and he usually exhausts us. He is more active than us adults! He eats very erratically and will only have what he likes. If he cannot, he simply refuses to eat! He is fast in everything he does and thinks, and he easily gets bored. Very often he resists, and does not like any kind of authority, and when he says "No!" nobody and nothing can make him change his mind. He is somewhat challenging and rebellious. But, he has a good sense of humor, a nice smile, he is very charismatic, and he is really loved by everyone, especially his grandmother, with whom he has a very special relationship. Usually he does several things at once, for example, watch television, do his homework, listen to music and listen to what we say all at the same time. I'm surprised by his early interest in intellectual and spiritual subjects. He is honest and upright, but extremely stubborn!

When he was small, he would get easily frustrated when his fingers could not do what he wanted to. Sometimes we could not understand him and he would go off in one of his tantrums! He has broken all the ceramic plates, at the end we ended up buying plastic and metal dishes.

Ah ... and it seems that he had some extrasensory contacts. Especially when he was younger, he said he could see angels and one day he told us he had been in an alien spacecraft with two friends called Anka and Anku! We were rather puzzled by his stories. What an imagination!

He loves nature and does not want to kill any insects, not even spiders, mosquitoes or ants. He has been very independent since he was young. He used to go to the store by himself since the age of three, and he would buy it with credit! Then after we had to pay the bills. He had convinced the lady at the store to trust him! When he was three years old, he also began to love computers and technology. At the age of six he could play by his own the Civilization computer game, he spent hours playing it, and it was an English version. One day he was playing for 14 hours non stop until his eyes became red. And the cheeky sod said that it was not because of the computer but due to the chlorine from the pool! (He had gone to the pool the day before). He was expelled from school at the age of six because he had decided to call a strike. He claimed to the Director of the College that the teacher was yelling a lot and all his class mates should be given 10 out of 10 because they did their best. Then he learned to read and write by himself with our neighbour. He is very creative, he does things his own way and cannot stand us interfering with his stuff (toys, clothes, room). He has his own specific order and cannot bear us changing it. (Anonymous, 2004: cp, Ecuador)

We are facing a generation of precocious nature, great maturity, extremely sensitive and empathetic, self-fulfilling, self-taught, both spiritual and pragmatic at the

same time.

Peter's profile is just one of many

There are many other characteristics of these children of today. Some may be slower, forgetful and withdrawn, others are not rebels but rather very quiet, some are a bit fragile and frail, others psychic, others more inclined to social, ecological or spiritual issues, others are innate educators. Some are very sensitive to the lack of love and get sick if they do not get it.

While it is true that we are facing a variety of different psycho-emotional profiles, this book has been written entirely for all children without exception. In no way the intention is to establish a rank or a hierarchy

In many cases we observe that their motor skills are as developed as their mental speed, which makes them feel frustrated and sometimes angry, especially when they are younger (at least until they are six or seven years old). Ximena Flores, a psychologist (2006 cp), confirms this with her own baby, which is five and a half months old "Leo, my baby, now eats porridge. He grabs his own spoon and wants to feed himself but cannot, his mind is maturing faster than his motor system and this annoys him, but I guess he should learn how to be more patient".

Many have a very high developed inter-personal^[6] intelligence and an unusual charisma, while generally exhibiting a remarkable inter-personal intelligence^[7], as we shall see later in the book when we speak about Multiple Intelligences. In any case, psychologists say that in general the cognitive ability and psychological behavior patterns as well as the emotional needs of the children and youth of today are so different from the previous generations that they deserve a new education, health care and psychological system.

A study made in Ecuador conducted for over four years, led by Dr. Patricio Espinoza Perez, a clinical psychologist, concluded that most children over the past decade definitely have other learning standards and other levels of perception of life. She says:

It is very important to closely monitor the young children between zero and five years old. They envision amazing characteristics and talents that make us think that humanity as a whole is beginning a transition to another stage of evolution. (Pérez, 2003: pc)

We can emphasize mainly seven aspects that should be systematically taken into account when we decide to carry out new teaching strategies with these children who are arriving^[8].

Children and young people today generally have:

1. Qualities / virtues of leadership: self-development, self-realization and self-learning.
2. Qualities related to high sensitivity: emotionally, socially, ethically and spiritually.
3. Innate gifts due to a supra-developed Emotional Intelligence.
4. Qualities associated with the right brain, as well as the capacity to naturally harmonize both hemispheres.
5. Psychic or intuitive talents and highly developed empathy.
6. Diversified learning standards, including the nine multiple intelligences, creativity and originality.
7. Skills related to intuitive or energetic intelligences, practical intelligence

and co-creative intelligence.

1. *Self-developed* children have a tendency towards leadership and a high psycho-emotional developed personality, as suggested by Dr. Abraham Maslow, transpersonal humanistic psychologist. That is, we are dealing with children who have a high degree of independence, which unfold with self-developed guidelines and an inclination to be self-taught. They are people, says Maslow, who contribute with society through their philosophical, religious and scientific faculties, thanks to their great leadership. The examples cited by Maslow are: Lincoln, Thomas Jefferson, Einstein, Eleanor Roosevelt, Willam James Espinoza, Beethoven, Goethe. We can also think of Mother Teresa, Nelson Mandela, Gandhi, John Lennon, Che Guevara. They are people with a very persistent personality, not to say very stubborn.

2. Qualities related to *high sensitivity*: physically- their five senses and metabolism- emotionally, socially, ethically and spiritually. See more details in Chapter 5.

3. With innate gifts due to a supra-developed *Emotional Intelligence* as described by author Daniel Goleman, which provides the children of today with: a fast understanding, an ability to act immediately, a feeling of certainty and holistic assimilation of knowledge. They can perceive, interpret and address the emotional reality of themselves and others. Also, having a highly-developed Emotional Intelligence provides additional talents for learning, such as partnership, collaboration, *trigger* learning (instead of *memorizing*), understanding the language of art and spirituality, freedom, among other qualities. See more details in Chapter 5.

4. The qualities associated with the *right hemisphere of the brain* are: visual learning, creativity, imagination, art, music, feelings, emotions, intuition, sixth sense, non-verbal expression, performance of several tasks at once, independence, persistence, among other qualities. See more details in Chapter 6.

5. *Psychic talents*, also called para-psychic or intuitive and a highly-developed empathy.

According to Dr. Perez from Ecuador, children today tend to present para-psychic talents which in most cases are more developed than adults.

For example, there are children with innate abilities of clairvoyance, telepathy, precognition and other extrasensory faculties. And to a lesser extent of telekinesis. See more details in Chapter 11.6. *Diversified learning standards*, including the nine intelligences described by doctors Gardner and Armstrong, plus creativity and originality. See more details in Chapter 6.

7. Skills related to *intuitive or energetic intelligences*, practical intelligence and *co-creative* intelligence. See more details in Chapter 5.

Nº	Characteristics of the children of today	Educational needs
1	Self-developed, independent	Self-education, responsibility, independence, own personal research
2	Increased awareness and sensitivity	An emotionally stable environment and a lot of affection
3	Natural synchronization of both hemispheres of the brain. Right hemisphere skills	Creativity, flexibility Create things, art, explore A lot of movement and playing activities
4	Supra-developed emotional intelligence	Active and productive Education
5		An environment which understands and

5	Psychic talents	supports them Bio-morphic Tools
6	Multiple Intelligences	Multiple Intelligences Ecological activities Multiculturalism An integral development Bio-recreational and bio-intelligent tools
7	Intuitive or energetic intelligences, practical and co-creative intelligences.	Bio-morphic tools Bio-reconnecting tools

Table of the educational needs of today's children

Therefore, the characteristics and needs of the children of today are not only profound and unique cognitive abilities but also they present broader perceptions in all areas, a deep level of empathy and an extraordinary psychic and spiritual openness, especially from very early ages. For the moment, we are going to concentrate on the children's level of empathy, common feature in most of them.

A high degree of empathy

The researcher Daniel Jacob, in an article published on the Internet: *Empathy in the new children*, gives the following definition:

A basic definition of empathy would be the capacity to understand, to be conscious of, to be sensitive to, and to indirectly experience the feelings, thoughts and experiences of others, without any form of direct communication with them. I simply call it the Art of Knowing.

Closely related with this gift, we have telepathic empathy, which is the capacity to project an emotion towards others, transmitting feelings and powers which they normally would not have.

An expert in this art has the capacity to sense the emotions of someone who is close to them, and then mix and combine them with their own, allowing that person to re-integrate and cure what was out of balance.

Because of the great instability which prevails in certain family circles, the empathic child will use his capacity to homogenize and harmonize the emotions surrounding him, to make things more fluid. In a certain manner, he can become a tranquillizing energy in the middle of chaos. (Jacob, 2000: ea^[9] ^[10])

These children are attentive to everyone and everything. For example: they know how their mother feels, they are disturbed when another child is mistreated, they are sad at the sight of an abandoned dog. They are worried for the children living on the street. They worry about their already deceased grandmother. They are aware of the pollution and the deterioration of the environment, of the economic and political problems. They are sensitive to disasters. Nothing eludes them. Even the little ones react with great emotion to situations of injustice and unfairness; in films, in the family environment, in front of the News or with certain disturbing photographs. They are concerned about others, animals, plants, rivers, stones, the earth...

John White, member of the Association of American Anthropology, says

A new humanity is emerging, which characterizes itself by a different psychology, based on the expression of feelings and not the repression of them. This is translated into loving solidarity, non-competitiveness or non-aggressiveness, using an integrated, non-linear multi-level logic, in an inclusive-collective feeling of identity, which is no longer individual and isolated. And by using their psychic capacities for benevolent and ethical reasons (White, 2000: ea) ^[11]

The researcher speaks about a shift in humanity as a whole and puts forward the possibility of emergence of the Homo noeticus, the man of conscience.

INTERACTIVE EXERCISES

No. 4: Which characteristics catch my attention most in the children of today?

1. I make a list of the most remarkable characteristics of my children or pupils (10 minimum).
2. If there are any negative characteristics, transform them into positive. For example:
Hyperactive-Full of energy
Possessive-Very loving
Stubborn-Persistent, determined
Naughty-Explorer, curious, interested in everything, sense of humour
Inpatient-Mental flexibility
3. I honestly analyze how I can help them so they can positively channel these features without limiting them.

No. 5: How to educate today's children?

1. How can I educate a child who is:
More mature and precocious
More sensitive
More self-taught
Put three specific examples:
2. My role as an educator in today's society is:
3. My son or daughter's education begins by:

4. Our children and grandchildren amaze us

Below, we are pleased to include some testimonials. We thank and honor the families, grandparents, parents, youth and children who shared their stories and impressions throughout this book.

From a grandmother in Argentina, Felicitas Pérez Navarro: My grandchildren surprise me

I am a 56 year old Argentinian grandmother, I have been a retired teacher since four years ago. I want to share with you the incredible experiences I have had with my grandchildren, with whom I spend enough time to listen and share many things:

For example, Johanna, 10 years old, is a different child. She chooses her food very carefully, mainly fruits and vegetables. She does not drink milk nor elaborate food, seafood or chocolate, which she eats in moderation. The most striking thing is her concern for planets and animals. A particular example was when she

missed her winter holidays to stay at home to take care of her sick cat, to feed her milk with a syringe in its mouth every two hours. She wants to be a free veterinarian, she says, to help the animals whose owners cannot afford a veterinarian. She has participated in the Maths Olympics reaching the 3rd level, but she hates to learn the multiplication tables because she says they are boring, and she can find out the results in a different way. This amazes her teachers, as she obtains the correct results of the problems with astonishing ease.

Ainara, 8 years old, has seen her great-grandmother, my mother, only twice, and my father only once, both of them have passed away. She describes both in detail and comments that they do not talk to her with their mouth but inside her head. It moves us because she tells us where and how they are. When she sees my mother she says she has no feet, and describes a gown that my mother always dreamed of having and which she never could buy. She tells us that they are both alright, not to feel sad and that they are close to us. One day I asked my granddaughter to tell them that my son, who lives in Mexico, was going to have a child. At that moment she answered back with a cheeky smile:

- Grandmother says that she already knew it a while ago. She also says that she communicates with the baby.

She spends hours on the computer. On the games of intelligence she surpasses us adults. Ulysses, my other grandson who is just 4 years old, sits at the computer and does wonders with his games and the encyclopedia. He watches the *Discovery* videos for hours, especially on the topics of animals and the planet.

Things like these show us that they are not common children. As I said before, I am a retired teacher and during my life I have spent a lot of time with many children. I can assure you that they were not like this just 10 years ago. Well, this is my experience and hopefully it can help someone. (Navarro, 2005: em [12]) [13]

Maribel Martínez, a mother from Madrid, Spain: “Until now, my son teaches me...”

At the moment, I am a little overwhelmed with my son; he has almost been expelled from his school. Truly, I would not know how to describe my boy. Until now, he has taught me a lot, so much that after my studies in psychology, he showed me how to unlearn the theory, and to relearn it again from the inside. The experiment was fantastic.

At the age of three, he told me that the eyes are in the body because they should also be used to look inside; he said that very seriously, while trying to do it himself, and explaining me how good it was to see inside.

Another time, he was about five years old, he told me, after watching a television report, that he had finally understood the difference between the spirit and the brain. The accident that he had just seen on television was due to the fact that the person had trusted his brain, and not his spirit. He gave me the following example: ‘When I study mathematics, I use my brain, but when I want to see something “bigger”, I use the ‘spirit’. He fell asleep saying: ‘My spirit protects me’.

His teachers see that although he does not pay attention in class, he understands everything and passes school subjects without any problem. Things started to go wrong this year (he is eight years old) with a teacher who does not accept him as he is. ‘That doesn’t suit her’. She insulted him in front of his classmates. He feels that she hates him and does not want to go to school any more (which he defines as hell). His behavior worsened so much that he has come very close to being expelled.

I had a complete psychological and psychiatric examination made of my son, and the results show an Intelligence Quotient higher than the average, an inadequate family atmosphere and important difficulties at the social and school level which strongly damaged his self-confidence. He was diagnosed with attention deficit disorder and hyperactivity and he was prescribed medication. When I gave him the drugs, he asked me: “Mom what are you doing?” I felt rotten inside. I am not completely in agreement with the diagnosis, but I test and I observe (I am open to all possibilities). For me, there is no hyperactivity, because he is a child who can remain quiet for a long time, if the activity interests him. And at home, his behavior is completely normal.” (Martínez, 2005: ce) [14]

Testimony of a Chilean mom: A lot of problems at school

I live in the Atacama area in Chile. My son started school in March 2005. To tell the truth, I have had quite a few problems with the school. I am told that my son suffers from infantile depression, which is not true, I know it. Esteban is able to say what he feels like, at least at home, where he is never constrained. If he wants to cry, he can do it, or laugh; he is free to express his emotions.

He is very intelligent. Yesterday, for example, he learned how to play chess. After three hours, he put his professor (quite surprised) in checkmate. That does not surprise me. I know my son well and I know that he learns and memorizes without any effort. But other aspects worry me because I feel that the education system of today is not appropriate for him, that it is definitively obsolete.

He was diagnosed with attention deficit disorder and hyperactivity, but I know that it is actually an absence of motivation, imprisonment that the schools of today subject the children, without even mentioning the erosion of teaching

I love my son, but I do not really know what to do. I feel that he teaches me how to live my truth. I still have many self-doubts, but I will help him and love him unconditionally, with my doubts and my fears. He wants to create a new world, a world without lies, an honest world; I would love to live in that world.” (Anonymous, 2006) [15]

He wants to create a new world, a world without lies, an honest world; I would love to live in that world.

Eduardo Godoy, an impressed Bolivian journalist

As a journalist, I could observe that, on many levels, the children of today are very different from those of the past. First of all, we can notice that they are much taller. Also, these children have a particular intelligence which often surprises their own parents. Their emotional being and their need for affection are more developed. They surprise us with their comments and their ease to learn. We, the parents, see that what we teach them is not enough; they assimilate information so quickly that they immediately want to go further. They are interested in adult subjects. My grandson, who is two years and seven months old, asks me all the time about the stars. He remembers very easily the names of planets and stars. The moon interests him since he was very small, as well as insects and the animals. He started to speak at an early age and wear the sizes of a five year old child . . .

By observing my grandchildren (and others), I noticed that these children come into the world with very important capacities and missions, because humanity as a whole is going through a period of big changes and it needs to be guided. I think it is the children of this generation who have this important mission.

These are sensitive children, who are not compatible with the stress, aggressiveness and violence of adults. In our country (Bolivia), education is a challenge which encourages parents, teachers and older people to be more interested in new trends. We cannot use force to modify the behaviour of these children! We must try to understand them to be able to guide them in the work they have to accomplish during their life.

Another aspect that drew my attention: their preference for vegetarianism. Among other things, my grandson does not like meat; he sucks it and spits it out. Parents do not understand them so they force them through violence and blackmail to eat it, because they consider that meat is essential. In most cases, these children are misunderstood and victims of aggression, because we do not understand their level of perception. Of course! Another aspect which strikes me is

their love for nature; it is as if they were here to protect small plants, small ants... For the parents, it is surprising that their son likes flowers, or that he cries when we crush insects or destroy a plant; such sensitivity for a male is seen as something strange... They want to protect nature and see beauty where we do not see it.

In our days, humanity has developed individuality, encouraged the destruction not only of social traditions but also of nature itself. I believe that these children bring a much more communal message. These children come to restore community (without oppressing individuality) and to introduce other pillars to existence. So are they problem children? On the contrary, they are bringing good news to us. They are not problem children, but solution children. I really believe that these children have come to break the old paradigms. (Godoy, 2007: CP)

They are not problem children at all, they are solution children.

[1] A Chilean mother's testimony

1. George Kuhlewind, born in 1924 (Bulgaria), he was a professor of physics and chemistry for thirty years in Budapest. Since 1976 he has published in German more than twenty books on the science of knowledge and meditation. He was one of the first authors to observe and describe, with an anthroposophical view, the surprising changes of boys and girls today. ↵
2. pc: personal communication ↵
3. Daniel Goleman, born in 1947, is the editor of the scientific section of the prestigious journal The New York Times and author of Emotional Intelligence, global best-seller on psychology, with more than a million copies sold and which has been translated into twenty-five languages. He was the editor of the Psychology Today magazine and professor of psychology at Harvard University. He currently leads several pilot programs in U.S. schools, which teach children to solve and develop their social skills. ↵
4. Attention Deficit Disorder (ADD) and Attention Deficit and Hyperactivity Disorder (ADHD). ↵
5. <http://www.chamanaurbana.com/revista/> ↵
6. Inter-personal Intelligence: Mechanisms of conscious thinking and committed to social needs. That is, children who have a high level of empathy, think about others, share decisions as a team, have social interaction and organization skills. See chapter 5. ↵
7. Inter-personal intelligence: Intelligence and learning patterns whose mechanisms are focused on an internalization process. These children are sensitive towards meditation, and are motivated by reflection processes. They perceive the world through their "inner self". They are aware of their intimate experiences. See chapter 5. ↵
8. See Annex # 1, Research 2005-2006. ↵
9. daniel@reconnections.net ↵
10. ea : electronic article ↵
11. <http://www.wie.org/j19/white.asp> ↵
12. em: email ↵
13. email: felidorrego@yahoo.com.ar ↵
14. From Madrid, Spain, Maribel Martínez and her son David. ↵
15. A Chilean mother's testimony ↵

CHAPTER 2

New behaviors, new ways of being

*There is no doubt that these children will change the world;
it is the responsibility of all of us to take care,
to understand and to help them.*

*The Children and youth of the new generation are wonderful.
We must guide and understand their development,
discover new ways of living, co-teaching, co-progressing together,
and to learn from those who will create a wiser and more harmonious humanity.*

Patricio Perez

1. Very fast generational changes in the last decades

One can observe that this process began during the change of Age between Pisces and Aquarius, this is more or less after the Second World War, at a time when rapid generational changes started to happen (hippies, the Beatles, Woodstock, opposition to the Vietnamese war etc.), which then accelerated during the 80's and 90's with the New Age movement. Then enormous changes started appearing among a great number of babies born after the 90's, and then in almost all the children since the year 2000.

These changes are extremely fast. It is said that the so called *Indigo* children, born in the 80's and 90's, are just the tip of the iceberg which day by day is growing and growing^[1]. This is, that this pioneer generation represents a much greater phenomenon, which you can follow below as a pyramid with various layers, beginning with generation 1 (G1) up to generation 5 (G5).

G1	1980
G1+G2	1995
G1+G2+G3	2000
G1+G2+G3+G4	2002
G5	2003

Pyramid graphic which represents the generations of children in the last decades

The first generational change (G1) began to appear at the end of the 80's, where there was a great increase in children who tended to be extrovert, defiant and charismatic. Because of their great personality and rebellious attitude the media began to focus their attention on the children. Especially the famous Indigo Children. We might call them the generation of *Will* or of the *Pioneers*. With this generation the traditional education methods began to be questioned. These children tend to present a high energetic metabolism, although they do not appear to have any hyperactivity or Attention deficit pathological symptoms (excluding some cases that live in violent or chaotic environments, with a great lack of care and love).

The second generation (G2) of children began to appear in the late 90's (although some of these children were born earlier). They tend to be more calm, but with great inner strength. This generation is divided into several types of children, the best known of them, are the so called *Cristal* children. We could call them the generation of *Love-Wisdom*.

The third generation (G3) of children has a horizontal leader profile. They are both extrovert and introvert in a balanced way and introduce a new form of leadership, which is horizontal and spiritual, with the capacity to produce synthesis in the physical plane. Their logic and action field is multi-layered and multi-lateral. We might call them the generation of *Active Intelligence*.

The fourth generation (G4) of children is the generation of expanded consciousness. They are bridges to higher spheres and have the ability to open our hearts to those around them. We might call them the generation of *Harmony*.

The fifth generation (G5) has a high level of spiritual mastery. They help the evolution of each of us towards a higher consciousness on earth. They provide light, grace, peace, tranquility and love. This generation has begun to come just recently, although there are isolated cases of young people born before who present these characteristics.

According to some researchers, the sixth and seventh generation (G6 and G7) would be coming in the near future. They would be the children who support the new future energy of mankind.

The purely psychic children are transversal in all generations.

Generation	Profile	Keyword	Psychological profile	Ascend Foundation Classification ¹⁷
G1	<i>Indigo</i>	Will Pioneer	Extrovert, creative, safe, charismatic	<i>Violet, Indigo, Solar, Ruby, Magnolia, Opalescence, Ultra-violet, Platinum, Vermilion, Crimson, Jade</i>
G2	<i>Cristal</i>	Love Wisdom	Introverted, sensitive, observant, empathetic, intra-personal intelligence	<i>White crystal, dolphin, Aquamarine, Rainbow, Alcyone, Gold, Silver Moon, Diamond, Emerald, Pearl, Magenta Rose</i>
G3	New leader	Synthesis	Active intelligence, holistic-centered leadership ¹⁸ , leading creator, inter-and intra-personal intelligence	<i>Crystal Rainbow, Fairy, Crystal Emerald Amazon (Crystal emerald gold), Aquarius (Aqua / Silver), Solos (Silver / Platinum), Kumi (Blue / Gold), Delhi (Blue / Emerald), Rainbow Serpent, Pan, Pegasus</i>
G4	outstanding	Harmony	Children with outstanding features that have a sense of expanded consciousness	<i>Golden Whale, Unicorn, Blue Crystal, Lotus Children's empty, Silon, Obsidian, Blue, Crystal White, Crystal Pink, Silver</i>
G5	Spiritual	Light	Children with excellent transcendental intelligence	<i>Dove, Acturians, Elf, Lakura, Vermilion gold, sapphire, Lama, Topaz, Crystal blue, Amber, Golden heavenly</i>
G6 y G7	-	-	-	-

psychic children	Psychic	Psychic Net	Intuitive, with paranormal or psychic talents	
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Summary table of the different waves of children in recent decades

¹⁷ <http://www.manantialcaduceo.com.ar/qala/qala.htm>

¹⁸ Holistic-centered Leadership, see the Education for Peace article, Unipaz, Robert Cream Chapter 8. Co-creator Leadership, see The New Creator Leadership of Maverino Walter, Chapter 7.

The transition generation

These various generations^[2] (or waves) were preceded by a transitional generation, which are more or less the young adults of today and a great number of children whose central nervous system is still adjusting itself, which in its pathological form can lead to Attention Deficiency and Hyperactivity, Teflon, autistic and bipolar children. These changes were felt from the Fifties onwards.

Teflon Children: nothing matters to them; they have blocked part or all of their emotions.

Autistic children: they are children who have a very active inner life, but are unable to share it with others. They are immersed in a psychic medium which is still poorly assimilated by their cells and that raises a very intense psychic activity, according to Danielle Degoumois, Switzerland. (Degoumois, 2001:5).

Bipolar Children: it refers to Bipolar Affective Disorder (BAD) which is a relatively new definition for a recognized condition in the DSM4 (Diagnostic and Statistical Manual of Mental Disorders) as an affective disorder, changing the old cliché of manic-depressive characterized by two very defined emotional poles: mania and depression

There are three types (I, II and III) of bipolar patients, -says Mauricio Hernandez, a young independent publicist, 36, of Bogota, who went through several bipolar crises – according to the manifestation of the disease, the kind of crises that arises and its evolution throughout history. Being bipolar does not mean to be dependent, crazy or different. Being bipolar means to know more about pain and to have lived love more intensely. It should be assumed that the issue is personal. There are infinite number of creations and opportunities to serve, reflect and awaken to new instances, as the perception of the other skin, the pain of others that becomes one's own. A respect for pain and the tribute to dream about what seems impossible, open to the possibility of re-birthing again. It is to be moved by sound and color. It is to read more than words. It is to merge with reality and to be awake to live it as a possible experience. It is to listen and talk with silence. (Hernandez 2006: ce)

At the moment the children from generation 1 are often confused with cases of hyperactivity, the generation 2 with autism and generations 3, 4 and 5 with bipolar or schizophrenic cases. Actually, since a decade or so, for the majority of these children, it is not a pathological behavior but just normal characteristics (though very different from those of the former generations) of today's children. In summary, we have witnessed in half century, five generations of children (or waves), preceded by a transition generation, as shown in the chart below.

Each one of these children comes with a particular gift that the teachers should be able to recognize and develop^[3].

We encourage psychologists to rapidly expand their range of psycho-emotional profiles concerning today's children, without having to relate them to pathological cases, but by recognizing their new talents and needs.

At this rate, in a few years time, these children will be the majority in primary and secondary education, and in 20 years, they will enter massively into daily life with their new parameters of being and living.

In occasions, some authors use the word *Indigo* generically to refer to all of these children and youth, from G1 to G5 generation.

Finally, the psychic children category is transversal, as they are included in all of these generations. These children may have a specific psychic, communicative and global healing function. See more information in Chapter 12, *The psychic capacity of children and babies today*.

Summary of the characteristics of the children and youth from the first and third generation

Each child is different and unique. But the following list can help recognize the outstanding features from the first and third generation.

- They are highly sensitive.
- They present leadership characteristics and are charismatic.
- They are consistent and coherent in their thoughts, words and actions.
- They have a high energy level and good healthy, with a faster metabolism.
- They easily get bored, usually because they are fast and require more interesting materials.
- They clash with authority if it is not democratically oriented.
- They cannot stand lies, deceit, and manipulation (although some children have learned to manipulate as a means of defense and to use the same tools as adults).
- They prefer other ways of learning.
- They easily use computers and technology from a very early age.
- They can have various kinds of extrasensory experiences. From a young age they are drawn to spiritual and esoteric matters. They speak and ask about God.
- They are sensitive to other people's pain. They are extremely compassionate with a high degree of empathy. But they are not susceptible to emotional manipulation or sentimentality.
- They love nature.
- They range from a very high self-esteem and strong lows (sometimes with serious cases of depression).
- They prove to have a high degree of autonomy from an early age.
- They can do two or three activities at once.

- They are extremely curious; they always ask for the explanation of things and they like to learn all the time.
- They feel frustrated with any study system that lacks in creativity or fails to give them the freedom they need to learn.
- They resist if they experience failure or do not get what they want. They can easily get frustrated, especially up to the age of 6 or 7.
- They make comments which are typical from adults.
- They cannot stand fights and quarrels at home or if someone raises their voice.
- They have a lot of imagination and creativity.
- They express what they feel, no matter who is in front of them.

Summary of characteristics of the children and youth from the second and fifth generation

Compilation of data provided by Sharyl Jackson, Steve Rother, Doreen Virtue, Sunfell (Octarine), Ascend Foundation and Patrick Perez, from Ecuador. The children and youth from the second and fifth generation often have the following characteristics:

- Quiet, peaceful, gentle and introverted.
- Telepathic (in various degrees). They have psychic abilities since birth.
- They are intuitive.
- They have a peacemaking role.
- With an extraordinary inner strength.
- They lead by example.
- Silent and withdrawn if there are conflicts and have a tendency to avoid confrontation.
- They speak very few, although deep, words and only if asked to talk. They are able to tell others what they need, what is good or not for them.
- They radiate peace and tranquility.
- Very affectionate with people and they perceive their needs.
- They naturally harmonies the energy around them.
- They can sometimes be less physically robust and more vulnerable emotionally.
- Sometimes their features can be confused with autism.
- Extremely sensitive to everything in their environment: sounds, colours, negative emotions, smells, food, chemicals, clothing texture, violence, the pain of others, electromagnetic frequencies, solar flares.
- They seek to spend time alone.
- They just do not understand man's inhumanity towards man, war, greed, and so on. They can easily feel overwhelmed by all this.
- They withdraw, disconnect and protect themselves if the environment is too strong or violent.
- Although they are normally shy and retiring, others admire them and feel drawn to them like a magnet.
- They often avoid crowds or spaces which are loaded and chaotic, such as shopping centres.
- Before birth, sometimes their parents have had some kind of psychic experience with them. Sometimes a special event can occur during pregnancy or delivery.
- Extremely empathetic, to the point of knowing what a stranger is feeling.
- They emanate innocence, lack of malevolence, purity, due to the absence of ego-centrism.
- They can assemble and disassemble electrical and electronic devices, such as radios, TVs, computers. Some devices can get damaged when in contact with them, like a spotlight or a computer hard disk. On the other hand, some devices can be fixed or switched on, for example, clocks, radios, when they are present.
- They are mystical by nature.
- They are able to regenerate bones, skins and other tissues.

Characteristics of the children and youth of the fourth generation

They may present the characteristic of both lists.

Note: These reference points are not exclusive, a child who is not necessarily from the fourth generation, may have characteristics of both lists and even other features which are not yet documented. In a short period of their life, they can go from one generation to another. If they live in a violent environment, which lacks in love, then they can temporarily block these qualities and turn towards clearly pathological cases that require immediate therapeutic care followed by family therapy.

More subtle ways of being and learning, multi-lateral and multi-dimensional

All these children have more subtle ways of being and learning, especially because of their ability to operate at a multi-lateral and multi-dimensional level.

Multi-lateralness is the ability to address an issue or a person responding simultaneously to different aspects of them. For example, when talking to a person, a boy or a girl can attend the physical, emotional and spiritual aspects of their interlocutor without any problems, while being aware of other people and situations that occur at the same time in their environment. For example, in a given situation, the child or young person can perceive many facets of the situation at the same time and find instantly various solutions (faculty due to their extremely developed emotional intelligence as discussed in Part II in this book). In other words, multi-lateralness allows them to immediately perceive that any given issue is not just white or black, but has a wide range of colors and possibilities^[4].

Multi-dimensionality is the faculty to perceive various dimensions of reality, this is, they may perceive other vibrational levels. The curious thing is that these children and youth can sometimes perceive them at the same time, when the average adult usually cannot. Because of this, perceptions must be sequential, and yet they do not easily access other frequencies. (See Part II of the book)

Therefore, the conventional means of society do not satisfy these children, nor the traditional media. They worry about finding new ways of life, looking for

a culture based on a higher consciousness and universal wisdom. With them new profiles are emerging, like new humanitarian leaders, new ethical scientists, psychologists, spiritual advisors, new highly responsible executives whose vision is global, just and humane.

Are we re-evolving the Education System for these children?

All these aspects lead us to think and ask ourselves: How are we dealing with these new generations? Are we supporting them? Are we reforming or re-evolving the education system for them? Are we flooding their homes with love and light? For these children to not lose or block their talents and to build a new humanity, we must be able to:

1. Urgently provide accurate information addressed to the educational community and society in general, and to support and train adults who accompany them, mainly teachers, parents, future parents, future teachers.
2. Develop and implement appropriate tools for the integral development of children; this is, to simultaneously and harmoniously support their physical, cognitive, emotional, artistic, ethical, social, multicultural, ecological, psychological and spiritual development.



Girls playing with a cloth. They go throughout the whole school curriculum at home.
Family education, Barcelona. Educació en família, una altra opció www.educarenfamilia.org

Again, remember that the goal is not to classify, tag or rank the children, but to become familiar with their patterns of being and learning, to clarify and update the processes of human development they need, so you can provide them with an adequate physical, emotional, mental and spiritual education. Every child is unique, beautiful and special for itself.

Rainbow Children

Erika Mönch^[5] from Venezuela is an elementary teacher and therapist, who shares her research and experience from the last five years.

Children with different vibrational frequencies have always existed on the planet. They are not new children. If we go back in time, until the time of the Mayans, we can find references in the recorded history about the so called *Snake Children*, being children who were born with innate knowledge and powerful vital energy. These children have always been among us.

Today they are more notorious for one simple reason: they are born in a higher percentage. Almost 90% or more of the children of today have a different vibrational field than before.

Now, not only Indigo and Crystal frequency children are arriving. There is a varied range of colours and frequencies among our children. Magenta, Golden, Dolphins, among many others. So why are we classifying them into two frequencies? I understand that we need to help their parents and the world to recognize them. But if all these frequencies evolve to reach the maximum expression of the Human Being, the Rainbow frequency, then, why confine them to a category? Not only do we limit them but their parents too. Did they not have the chance to evolve? Maybe some parents were born Indigos, but are not any more. It is understandable to think that, by free will, they have developed their own spirituality, and that their frequency is different. This is my opinion and feeling. About five years ago I began my research on children who were born with different frequencies. I had the opportunity to observe and study them closely. I am a teacher and work with children between 5 and 7 years of age. My youngest son is among my students. My children and my students have been the inspiration for my research.

I think it is irrelevant which frequency the child presents, what is important is to offer them a new integral and individual Education System. To integrate them and their family into the world, educate their parents and remind them that you must also feed the spirit.

Help them understand their children and provide them with the strategies and tools they need. (Mönch, 2007: ce)

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2. Interviews with doctors and psychologists

The interviews below were conducted with the doctors of the Paediatric Hospital of Los Andes, El Alto, Bolivia, in December 2005.

Dr. Roxana Espada, pediatrician

I have worked as a pediatrician at the Hospital of La Paz for 13 years, and it is true that the children have changed a lot. I observe that many of them are more independent. If they have been abused for example, they run away from their home at the age of 5 or 6 years. They are precocious and mature children, even more precocious with their sexuality. (Espada, 2005: CP)

Dr. Víctor Jiménez, pediatrician

Among babies and toddlers, we observe much faster rates of learning, especially on the level of physical mobility; 20% of the children attain 5 or 6 points more in their tests than before. For example: they sit upright at 4 months, instead of 5 or 6, they turn over earlier, walk with assistance when they are 6 or 8 months, instead of 10. It is the same with speaking. (Jiménez, 2005: CP)

Dr. Lilian Toledo Jaldín, gynecologist/obstetrician

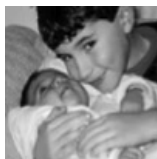
In my field I can observe that the babies born today without complications are more alert and they all get good APCAR^[6]scores. They observe everything around them and they do not keep their fists closed like before. In general, they are born with opened and relaxed hands. They have a very advanced psycho-

motor level. The human being is evolving, it is obvious. (Toledo, 2005: CP)

Dr. Gonzalo Córdova, pediatrician

I have been giving birth to children for 15 years, and yes, I observe many differences in the babies and children of today. In general, the newborns have a good weight, even if the mom is malnourished or very thin. In general, they are born with good health, but what strikes me the most is that a few minutes after birth they can already react easily to stimulation. Before they would sleep and it was difficult to wake them up. Today, they are more awake and more responsive. We notice it when we dry, bathe or change them. Contrary than before, they also react immediately to oxygen. Ten years ago, they would keep their eyes closed for two or three days, sometimes a few weeks.

Now, they are born with wide open eyes, their glance is steady and sometimes they observe the doctor, that is me!, which never use to happen before.



Enrique and his little brother right after birth

It is as if they were born already grown up. Before, one needed two or three months for their eyes to open, today it is at birth. And what a gaze! So profound! In general, it is said about the children of today that they are hyperactive and agitated. They eat little (or rather they select their food), and sleep less than before. Many moms bring me their little ones to consultation because they are agitated and naughty, and the moms think that they are sick. But when I examine the children, I notice that:

1. Physiologically they are in top form and do not present any organic disease.
2. They are indeed agitated, but we observe a certain contradiction, because they are also sometimes very quiet, collaborative and they are not destructive children (not like 10 years ago, when they use to break and throw everything around; they were rebellious and bad-mannered). The children of today pay attention to everything: to what they touch, observe, manipulate, climb up, come down, but do not destroy anything. It is one of their characteristics.
3. In spite of the fact that they eat little, their weight is normal and in conformity with the official curve for their age. The mothers are the first ones that are surprised: "But he does not eat Doctor!" It is up to me then to remind them that these children feed much on the affection we give them and from the quality of food more than the quantity.
4. Their memory is astonishing. They memorize easily, whereas the adults often think the contrary, and sometimes label them: Attention Deficient. But this is not so, they register everything, and sometimes they are the ones who point out certain things to us.
5. When it comes to eating meat, they are very selective. They prefer eating fruit, bread or cookies than eating meat. And if they do eat it, normally it is in small quantities. They tend to like chicken and fish, but they do not usually want red meat or beef.
6. Their sleeping patterns have also changed. Formerly, infants and toddlers use to sleep 14 hours per night, one or two hours in the morning and one to three hours in the afternoon. Today this is rarer. They have almost the same biological rhythm as adults; they sleep six to ten hours. During the day, if they are having fun, they do not want to take a nap anymore.

These aspects which I have just described enable us to say that their metabolism is different. Their immune system has also changed; the traditional infantile diseases do not appear as much as before.

We have to explain to the parents that their children are in perfect health and then they calm down. These children are also very mature. The grandparents here in Bolivia say that the children are different. "One would think that they are elderly people. They speak to us as if they were seniors." Sometimes, with only a word, a glance, they can give us advice or show something inside of us, they are like mirrors. In my opinion, children are immensely important and we do not pay enough attention to them. With them, I can see something different approaching in the near future, a new society, a time of stability, peace and harmony. (Córdova, 2005: CP)

Dr. Xavier Pérez, doctor and professor of the Mayor University of San Andrés, La Paz, Bolivia^[7]

Doctor, what have you noticed is the most striking in the children of today?

What strikes me most is the immense emotional needs of these children. I often see cases of depression or anxiety which were diagnosed as Hyperactivity and Attention Deficit, without speaking about the increase in the number of suicides among teenagers. It is really important to take good care of them, to give them much love, stability and emotional security, especially from birth to when they are five years old, because it is during this period that the basic psychological structure is being built. Prevention is better than cure!

If there is a lack of care, then emotional needs can become pathological, in various forms: night enuresis^[8], anxiety, Attention Deficit, Hyperactivity, feeding difficulties, respiratory or sleeping problems, allergies, etc.

As a professional and an academic, I have noticed that our "western" education limits us. It is urgent for us to widen our outlook, to become more whole and holistic. The human being is body, heart and mind; and the Chinese, Ayurveda and the ancient medicines are well aware of it. Doctors today must have a transcendental vision of the human being, to develop their sensitivity from the bottom of their heart to the top of their brain, and to understand that the times are changing, that new seeds are being planted.

I tell my pupils: you should not only be doctors; you must be philosophers, psychologists, ecologists too. From now on we must be professionals with a vaster vision of reality; we must develop our own inner strength. (Pérez, 2005: CP)

Have you observed any parapsychological features in the children of today?

- Yes, I have heard about children and teenagers who are in contact with angels. For example, my son had an imaginary friend. He used to sit at the stairs and play with him, and I could not see anything! That means today's children have a broader level of perception and a greater awareness than adults. Unfortunately, in general, they lose their perceptions when they enter into school, which conditions and restricts them. I know of cases of some children who can see beings from other dimensions, and I think it is a great mistake to refer them to psychiatrists as being schizophrenic. I think that the professionals, my colleagues, have to begin to reach other levels of understanding, and have a transcendental vision of the human mind, which so far has been very mechanical. If children are well cared for, I think that profound positive changes could happen for mankind.

We have to understand and help them to fulfill their mission. Therefore, I encourage parents to provide much love and hope to this divine gift that offers hope, not only to their family, but hope for a new life for the entire planet. These children are a gift.

Lic. Ximena Flora, transpersonal psychologist, Bolivia^[9]

Ximena, as a psychologist, how do you explain the new characteristics of the children of today?

I do not wish to classify or assess one type of child compared to another. What is clear is that these characteristics are potentially present in all children (and adults). However, as a psychologist, I know that current humanistic and transpersonal theories explain the new characteristics of these children. These theories are helping us to establish diagnoses and to propose a family treatment if that is required. We base ourselves on the assumption that children who are currently being born manifest from an earlier age mental, psychic and spiritual qualities which before were attributed to much older children^[10].

Is it normal that the children of today are more sensitive?

As psychologists, together with Yanet del Socorro Díaz (Colombian psychologist), we can confirm the great sensitivity of today's children, who have a strong intuition about other people's feelings. They can perceive when an atmosphere is heavy or healthy, when people have good intentions or not, etc. We have also noticed that they have one or more imaginary friends (in 40% of the cases among young children). It is an aspect that would come into the area of sensory perception and a factor of genius, according to Dr. Shichida from Japan.

Leonie Lange, nurse and traditional midwife – Cuzco, Peru^[11]

I will tell you the story of a barely new born baby, whose reactions really astonished me. It was a few minutes after birth (the mother had not expelled the placenta yet), and the baby rested comfortably on her chest. At that moment, the baby's three year old sister called the newborn by his first name, and he turned his head and fixed his gaze on his sister. This simple gesture of turning her head upon hearing her name does not normally happen before they are six months old, and to gaze so intensely, not before they are two months old. (Flora, 2005: CP)

3. Attention Deficit or Super-Attention?

Dr. Patricio Perez Espinoza, Ecuadorian clinical psychologist affirms that:

In general, these children do not present an Attention Deficiency or Hyperactivity disorder as such, although they are frequently diagnosed as so. The extreme rapidity with which they can carry out several actions at the same time can be mistaken for a lack of attention. Often, the child just is bored, so they start to do something else. We consider, on the contrary, that these are extremely attentive children who have the particular capacity to do several things at the same time. (Perez, 2003: CP)

Ivette Carrión, Director of the Research Centre ASIRI Sac (Lima, Peru) says:

According to our understanding, there is deficit when there is a *lack of*... these children do not present any deficit, but in the contrary an excess of attention. However the current specialists do not want to see that. One of our missions is to get rid of the refrain: "This child has a problem!" They are all marvellous, each one at their own level of evolution. (Carrión, 2003: ce)

In most of the children and youth today, Attention Deficit Disorder is actually a quality of Excessive-Selective Creative Attention (ESCA), associated with an unusual speed to learn things.

Super-Attention is a quality which demonstrates that the person has a more intense attention than the average and includes:

- Multiple attention. The child can pay attention to several things at the same time.
- Intense physical attention. He can see, listen to or feel what the majority of adults cannot perceive. For example, the child can hear a baby cry or a dog barking in the distance and be attentive to it. It is Super-Attention, not Attention Deficit! Sandra Aisenberg, Argentinian researcher and author, describes the case of Alexandre, a child who was able to detect when the neighbours switched on a television set or a computer. He said that he heard something like a vibration (Aisenberg, 2004)
- Intense emotional attention. The child feels and deals with emotional states that the adult cannot perceive. This very particular type of attention can occur when waking up or when sleeping^[12]. They are very sensitive children.
- A profound spiritual attention. The boy or girl can have an innate faculty to sense other spiritual energetic fields.

And hyperactivity?

As for hyperactivity, it could just simply be that it is the normal energetic level of healthy children. Their dynamism, their creativity and their spontaneity are

difficult to accept by a tired and stressed society, which cannot bear the activities of these children, especially in a chaotic urban context where the children have little space to unwind and where one does not let them live their childhood in playfulness and joy. The adult's life rhythms are imposed on them: many duties, extra-curricular activities. They must perform well at school and at a very young age. All what is within the framework of a sedentary and mechanized life (most hyperactivity cases are diagnosed in an urban environment).^[13]

Dr. Roxana Espada, paediatrician at the Children hospital of Los Andes, Bolivia, comments:

Most of the children whom I see in consultation are sharp and full of energy. I think that they are completely normal children, but the parents would like them to be calmer. The psychologists quickly classify them as suffering from Attention Deficit and Hyperactivity, but it is not the case. That creates many conflicts with the parents. They are actually very healthy children, often very intelligent, who do their homework quickly and then do not know what to do. (Espada, 2005: CP)

Summary table

The following table will help psychologists, parents and teachers to discern if a case could be a possible dysfunction:

- If a child presents the characteristics of the first column, probably it would be necessary to follow the four series of recommendations presented below by Maria de los Angeles.

- If the child responds to the right column, then there is nothing to worry about except maybe to seek for a more appropriate alternative education for them.

- In both cases, it will be necessary to ensure that the child is in an emotionally stable environment and to strengthen their emotional aspect.

The following chart was compiled and expanded by Isolina Romero, Mexico, author of *Indigo: Farewell to Obedience*.

Symptoms of hyperactivity	Standard behaviours
Although the child is studying or playing with something which interests him/her, he/she cannot remain concentrated for a long time. He/she needs to get up, do something else, do many things at once.	If the child is absorbed by a task which interests him/her (painting, playing with the computer, assembling a building set) he/she can concentrate on it for a very long time.
His motor activity is excessive. He moves constantly and makes movements which do not seem justified. He moves for the sake of moving or simply to draw attention.	Some of these children also move all the time, but with good coordination and an objective. Their movements are congruent, and within the framework of a specific, coherent and continuous project.
Strong and constant impulsiveness. For example, to take initiative, to answer a question and in general, without respecting the others. If one speaks to him/her about respect, he does not care (even if he/she wants to).	It is true that these children are sometimes very fast, but they act with maturity and respect. They listen and understand when one speaks to them about respect.
He/she does not finish what he/she began.	They give up an occupation only if they are bored, if not they finish it successfully.
In general, the child has difficulties learning; sometimes there are difficulties of socialization, personal conflicts, a lack of self-control and discipline.	They have difficulties learning in general, but it is because they do not like the conventional methods of repetition and uniformity of the traditional school system. Although, they can learn many things very quickly (especially if the subject interests them). They do not represent a social problem; on the contrary, they are charismatic and appreciated.
Driving coordination is abrupt, fast and a little awkward. They break objects, have accidents.	Their movements are fast and precise. In general, they have excellent balance, can measure the danger and
They lose or mislay their things.	do not have accidents. They also!

Comparative table between cases of proven hyperactivity and standard characteristics among the children of today

In 1996, Dr. Doreen Virtue stressed that in the United States, 75% of the children suffering from a so-called Attention Deficit disorder and diagnosed with Hyperactivity took Ritalin, methylphenidate hydrochloride. In case of excessive intake, this drug can damage the health of the children in the short, medium and long term. The instructions on the Ritalin box produced by Novartis Pharma AG alerts (textually) on the following side effects:

Nervousness, insomnia, loss of appetite, headache, somnolence, giddiness, motor disorders, eye trouble, hyperactivity, convulsions, cramps, spasms, tics, Tourette syndrome, toxic psychosis (sometimes accompanied by visual and sensory hallucinations), momentary depressive states, cerebral arteritis, tachycardia, palpitations, arrhythmias, modification of blood-pressure and heart rate, angina pectoris, abdominalalgies, nausea and vomiting, oral dryness, hepatic dysfunction, exanthema, pruritus, urticaria, fever, arthralgia, alopecia, thrombopenic purpura, exfoliate dermatitis, multiform erythema, leucopenia, anemia, moderate loss of weight and slight delay of growth among children who follow a long term treatment.

A publication of Grupo Día (Bolivia, 2005) Dr. Gabriela Hirmas from Chiquie explained that better information, work organization, autonomy and self-esteem helps these children more than medicines. It specifies the qualities that a child labeled with Attention Deficient and Hyperactivity has:

- Organized
- Summarizes well, synthesizes.
- Able to see the whole of a situation and not only one aspect.
- Able to see the order in chaos.
- Reassuring, appeasing in difficult situations.
- Shows compassion for himself and for others.
- Good in public relations.
- Adaptable, good collaborator.
- Good at speaking in public.
- Good storyteller.
- Enthusiastic.

- Ambitious, he wants to be *everything* when he is grown.
- Courageous.
- Self-confident.
- Decisive
- Creative.
- Devoted.
- Sensitive.
- Funny.
- Ready to make new friends.
- Ready to make new experiments.
- Ready to take the lead.

So many positive aspects! Curiously, most of these characteristics are also those of the new generation children. Are they representing the new model, a model which we do not know how to recognize and often wrongly label as Attention Deficient and Hyperactivity?

Some observations:

- A boy or a girl who grows up in an unsuitable environment (violent and aggressive, with an education based on fear and threats, without affection) can become a real case of ADHD^[14] which can end in depression or anxiety, because they do not know how to manage their emotional side, which has been shattered.
- A child with real ADHD begins to change and learn how to adjust their central nervous system (CNS) according to the great amount of energy they receive. So they can overcome their ADHD and become a child of great talent without any pathological features.
- A boy or a girl (and today's adults) can move quickly from one stage to another and vice versa, making the diagnoses even more complicated.

In any case, it is urgent to rethink the concept of ADHD. We have to admit that there are many types of Attention Deficit and start opening new categories of psycho-emotional profiles in our current clinical psychology, in order not to lose the talents of many boys and girls and not to categorize them in the few options that professionals work with today. Therefore we need the birth of a new psychology that includes other behavioral profiles without necessarily relating them to pathological patterns.

Maria de los Angeles, a young researcher who works with children in La Paz, Bolivia, offers some ideas to reduce the symptoms of ADHD disorder without resorting to medication. This care can be provided to all children, and adults, without causing any harm and allowing many benefits.

1. Taking care of their diet

- Reduce the amount of sugars and carbohydrates in the diet to control the formation of serotonin, the brain chemical which causes irritability, lack of attention and restlessness during the day.
- Avoid using artificial flavors and preservatives, as they may cause allergy and hyperactivity.

2. Promote new activities

- Develop and implement concise and clear boundaries (rules and logical consequences of breaking limits). Applied consistently, firmly and with affection.
- Limit the use of television and video games, since they promote irritability and shorten attention spans. Additionally, it limits the child's social development.
- To promote sports such as ballet or martial arts to find coordination, self-control and attention focus.
- Channel the creative energy looking for artistic activities such as painting, music or clay modelling and theater.

3. Training

- Help them to build routines that guides them during their activities.
- Encourage the formation of good habits, but the adult must lead by example!
- Help them gain mastery in daily activities.
- Support them to develop social activities.
- Teach them to solve and analyze problems, and to find solutions and implement them.
- Allow them to choose and teach.

4. To Improve the child's self-esteem

- Self-esteem is enhanced with respect, affection, acceptance and support.
- Get to know your child more, closer and foster a good relationship.
- Find the right channel to reach out and get their attention, see if their learning approach is tactile, auditory, visual, and so on.
- Accept the child's limitations and do not force them.
- Get ample and enough information on the possible syndrome and its treatment without drugs.
- Provide guidance to teachers on the treatment of your child. If necessary, consider other schools where they may be more respected and supported.
- Enroll them in a humanistic psychotherapy process.
- Consider family therapy. (Maria de los Angeles, 2004: ea)

Today's Children have RAHEMI!

We think that the child of today do not present an atypical case, which we could call RAHEMI, which means: R for Right, A for Autonomous, H for Hypersensitivity, E for Emotional and MI for Multiple Intelligences.

R: The child of today widely uses the potential of their **R**ight hemisphere.

A: They are **A**utonomous, self-developed and self-taught.

H: They have a high degree of **H**ypersensitivity and intuition.

E: They have a super-developed **E**motional Intelligence.

IM: They naturally use several Multiple Intelligences.

4. The Triple Effect: Explosive, Sponge and Mirror

Today's children are able to naturally detect the distortions between the inner and outer aspects of adults, as well as the contradictions of our society.

Psychologists named this phenomenon, which is widespread among the children of today, the Triple Effect:

- The Explosive effect (or Detonator)
- The Sponge effect
- The Mirror effect

The Explosive effect

The Explosive effect, which is also called the *Detonator* effect, means that the presence of the child amplifies or intensifies the emergence of a behavior pattern in the adults around them which should be modified. They tend to *explode* or shake up their environment! Many parents, or teachers, express it as follows: "This child makes me mad!" The psychologist Yaneth Dias del Socorro explains: "These are children who make people around them move." If this phenomenon is not recognized or is not managed correctly, it can bring recurring conflicts and the children can become a *problem*; they will react immediately to an unbalanced situation because they naturally detect the conscious or unconscious errors or the lies of adults.

In fact, through their attitude the child will expose the lack of congruence in their immediate environment; discrepancies between what one says and what one does, what one lives and what one thinks. These are children who make the adults progress on their own personal development. They have antennas/sensors and cannot bear, neither physically or emotionally, the discord and absence of integrity.

In therapeutic terms, it means to *bring to the surface*, this is, to bring from the subconscious to the conscious and identify all types of tensions, traumas and former shocks, in order to liberate oneself from the present and past emotional blocks which prevent us from progressing.

The Sponge effect

By this we understand that the child absorbs everything; the positive things as well as the negative things. One often hears mothers say: "When I am well, my child is well. If I am sad or irritated, immediately he/she follows." The children need great emotional stability from the adults around them. It is preferable to avoid any negative thoughts, anger, rancour, obsession, because the children somehow perceive and get affected by it. Children who are still in the womb of their mother and the newborns experience this Sponge effect even more intensely, because they cannot physically move away for protection.

Medina Gaia, mother of two sensitive babies, comments:

This task is special: it is to take and transmute the dark psychic energies that are ethereally polluting the Earth and humans, playing the role of vacuum healers. It is a very subtle and hard work that they, in general, especially the second generation, agreed to do. By doing this they help to heal both the Earth and humans. This step is also critical to keep up with the changes on the planet and to track the evolution that everyone needs to achieve. This process consists in healing each emotion and trauma that was anchored at the cellular level, as well as healing the sacred sites, our earth, the water and animals, and to help entities at different levels. We need to help these children to not be so affected by this sponge effect, that is, to teach them how to psychically protect themselves and to be able to regularly clean their aura. We must also take care of the quality of their dreams, during the moments that they are more vulnerable and more prone to psychic attacks. (Medina, 2003: cp)

The North-American writer and researcher Judy Hall says:

Extrasensory perception is particularly strong between the mother and the baby. When we are in the womb of our mother, our instinct tells us what our mother and the other family members think and feel. For most of us this faculty disappears shortly after birth. However, certain people do not lose it, and that can be very perturbing, because on the one hand there is what people tell them that they must know, and on the other, what is transmitted to them by their intuitive perception. Some of these people choose to block their extrasensory capacities, or to withdraw to their inner world, without listening to what others tell them anymore.

Although, if they make use of these extrasensory capacities, they become like a radar, and they can pick up whatever occurs around them. Since there is no solid barrier between the outside world and them, they will convert themselves into real Sponges and will absorb the thoughts and feelings of others. These children will have to learn how to protect themselves right from the beginning in order to not get exhausted. (Hall, 1996)

The Mirror effect

Psychologists describe the Mirror effect as a way of reflecting on another person who is near them the image of *what they are at that precise moment*. This is, only with their presence, a child who is calm enough will automatically, without saying anything, present to others around them a reflection in which each one will be able to recognize, in an autonomous way, certain aspects of themselves. If a situation is repeated with a child or a teenager, one should try to see who creates this situation; simply to ask oneself whether the child or the teenager is not sending us a reflection of ourselves (often unconsciously).

Gina Vargas is a young mother from La Paz, Bolivia. She speaks about her son Diego who is four years old:

I have learned so much from children. They are a whole world in themselves. They show you your errors, your emotions. You discover that if you cannot adapt to them, most probably it will end up being a problem. People say that children are rude, but this is not true, they are just the way they are, that is all. One should know how to speak to them. I had to work much on myself. I realized that my son could pick up everything around him, he perceives everything. He is extremely soft hearted. When I am well, he is well too. When I am not well, he immediately gets disturbed. The parents should try find help. I would like to attend a school for parents, something like that. I have a great need for it. Everything is changing; the old ways do not work anymore. (Vargas, 2006: pc)

INTERACTIVE EXERCISES

No. 6 Analyze the triple effect: Explosive, Sponge and Mirror in my life

1. Explosive effect What situation makes me explode and drives me crazy? What is this situation reflecting about myself? What can I learn about myself in these cases? List three practical recommendations directed towards a resolution of the situation:

2. Sponge Effect

What Sponge effect can I observe in my children or students?

Propose three practical ideas on how to assist and help them:

3. The mirror effect

I observe in my daily life the mirror effect.

Look for a real case of mirror effect that has happened. How can I manage it?

4. The Four Toltec Agreements

Study and practice the Four Toltec Agreements (do a web search on the subject):

First Agreement: Be impeccable with your words

Second Agreement: Do not take anything personal

Third Agreement: Do not make assumptions

Fourth Agreement: Always do your best

5. Professional's recommendations

All the children are extraordinary, and we all need to be treated with love to be able to give and receive the love of others, to be able to love and respect ourselves. The list below^[15] presents some parameters to show us how to live in harmony with our children.

1. Motivate the children, always strengthen their self-confidence. Show them our gratitude in an affectionate way, with a gesture, a word or a glance (from both the parents and the teachers).

2. Let them do things alone. Let them explore (guaranteeing their safety, of course). They are generally excellent self-learners.

3. Avoid punishments as well as rewards. Never use corporal punishment or shouting. Demand that our children's schools do not have physical and/or emotional punishment (besides, it is illegal). Punishment and humiliation can generate serious blockages at the learning level, emotional traumas, loss of self-esteem, a syndrome of parental disqualification, a generalized anxiety, infantile depression and suicide attempts among the youth.

Let them discover by themselves which could be the natural consequences of their actions (always following the necessary security rules). We should understand that punishment does not work with them. Let us look for alternatives while remaining firm regarding the rules at the school or at home, but without shouting, of course.

4. To be firm, without being dominating or authoritative. Let's build with them a relationship of friendship and guidance on their journey of life, without setting ourselves as the boss. Let us understand that arguing is not educating. Let us understand that there are moments when it is necessary to be permissive and other moments when one should not be permissive. Let us learn how to distinguish these moments. Never raise your tone of voice or use violence and threats. This reveals a dysfunction in the adult who applies methods based on fear, which come from a very limited consciousness.

5. To respect the children, to be honest with them. To accept our own limitations, as well as those of the child, the parents, teachers or professionals in relation to them.

6. To teach respect towards others leading by example.

7. To offer them quality moments when you are together; listen to them, do things together and cooperate.

8. Do not just speak at them, but speak with them.

9. Not to enter into a power struggle (Who is in charge here?). In the event of conflict, do not try to insist. Sermons are an absolute waste of time. When the adult has an idea A and the child an idea B, seek together for a solution C, D or E. There are always many possible solutions.

10. To respect the moments when they want to be alone, to respect their intimacy. Respect their moments of isolation and interaction.

11. Not to fall into aggressive impulsiveness. Try to remain calm, in peace, and with internal security at all times. Our children perceive everything. If we cannot manage a situation, do not hesitate to ask for reliable professional help. Asking the child or teenager him/herself for help is also very positive.

12. Do not overprotect, neither physically or emotionally. Do not smother them too much either, this is, not to pamper them in a possessive and over-protective way. To respect the child's space and his/her own biological rhythm.

13. Stimulate independence and responsibility; do not be afraid of their fits of independence, on the contrary, they will be grateful to us.

14. Do not demand them all the time. If we demand something, it should be reasonable and founded. Their education is based on self-discipline and the awareness of the need of others and the Community (family or school)^[16]. These are children who go beyond limits^[17]; therefore, they have difficulty understanding us when we impose something on them without offering an explanation or reason.

15. Do not compare a child with another.

16. Do not lose self-control. Watch your tone of voice. If we shout, we lose our authority and their respect. If we lose self-control, we must recognize it and excuse ourselves before continuing. No shouts, no blows, no loss of control. Under no circumstances. It makes us lose our dignity. If we lose self-control, we lose – full stop!

17. Do not dramatize situations, be natural and spontaneous.

18. Have fun together. Because we are here to enjoy life and to grow together.

19. Behave gently; bad mood attracts bad mood.

20. Educate by example, more than ever. The child tends to do everything we do, even if we do not say anything; the newborn will not do what we say, if we do not do it ourselves.

21. Do not hide family conflicts from the children. Speak to them clearly, quietly and in a transparent way, without anger. They will understand.

All children and adults need to be treated with love

In general, we should:

- Always behave in a courteous and respectful way with them. They will treat us with respect and courtesy.
- Propose playful tasks.
- Give them responsibilities.
- Allow them to choose or discover their own solutions (and to accept it).
- Explain everything to them, honestly.
- Provide them with space for activities (for example, a corner for painting where they will be able to paint freely without fear of getting dirty), spaces where they will be able to touch, to manufacture, to draw, to collect. Create spaces for them, encouraging order (inner and outer) and self-discipline. It all depends on the atmosphere, our support and our way of being with them
- Encourage physical activities and allow them to learn **all** with movement **all**, especially with the little ones. Organize a daily contact with nature.
- Remember: change always begins with oneself.

Change always begins with oneself.

Support rather than authoritarian limits

The children of today need *supporting* ^[18] limits, not authoritarian ones. In psychology, one understands *support* as guiding and helping the educational process of the child, by constantly providing for their wellbeing, physical and emotional security, while respecting their personal space. It is about a loving presence from behalf of the parent, teacher or therapist who provides unconditional and non-invasive support. It stimulates and strengthens the maturity and self-esteem of the child. In other words, the support embraces and guides the development of the child, unlike authoritarian limits which block it.

Actually, it is very difficult to set up authoritarian limits with a child who has come to *exceed limits* (such as we understand them in mechanical physics). This is why the concept of support is so important.

The children of today need, more than ever, supporting limits, otherwise they risk unbalancing themselves and suffering. Support replaces and widens the concept of authoritarian limits of the former generations.

The following chart shows the differences between Authoritarian and Support limits:

Authoritarian limits	Support Limits
Based on mechanical rules, it produces robots.	Based on ethics, it develops human beings.
Implies sanctions and punishment.	It implies a rise of consciousness.
Rigid and mental, based on reason.	Flexible and human, based on the heart
Teaches principles which do not last.	Gives life-long habits.
Expresses insecurity and fear. Threat. Often induces power struggles.	Gives security and self-confidence.
Conceived to create submissive and passive individuals.	Conceived to help free and upright human beings
Encourage inaction.	Promotes action, creativity and change.
Based on NO. On orders.	Based on YES. On exploration and self-discovery.
Constantly says: "You cannot!"	States: "You can!"
Conceived according to the adult's needs. It is based on the education that the adults received and on their own fears...	Conceived according to the needs of the child
Perfect for the creation of a mechanized society.	Perfect to create a human society.
Limits them to the physical and moral aspects.	Includes the emotional dimension.
Limits the child.	Makes the child grow.
Suppresses creativity.	Encourages creativity.
Based on the mind.	Based on emotional intelligence.

Considers that space and time are limited. Believes that there is only one solution for the challenges in life.	Considers that consciousness is infinite and eternal. Considers that there are several solutions and options regarding the challenges in life.
Encourages rebellion.	Encourages collaboration.
Frustrates, blocks and restricts the child.	Liberates and creates wellbeing.

Comparative table between the authoritarian limits from last century and the support limits needed for the 21st century

Healthy emotions, Healthy education

Before the age of six, to develop the emotional and creative part of the child is more important than stimulating the rational, logical and verbal areas. So it is very important to stimulate the right hemisphere (visual, intuitive, emotional) and emphasize on the playful side of any activity.

It is also vital to consider the extreme sensitivity of the children, and to stop criticizing and labeling them with nasty names such as: You fool! Idiot! You are so awkward! You are useless! At this age and during their whole life, they must feel unconditionally loved, when they feel happiness, sadness, fear, anger or boredom. Also, due to their hypersensitive hearing, their sound tolerance is lower. Therefore, we should avoid shouting and speaking loud. Try to always talk with a normal tone of voice and in a mature way.

These are generally precocious children, so their sexuality is also precocious. When the topic appears in conversation and they begin to ask questions from an early age it is better to talk to them about matters like conception, pregnancy and childbirth naturally and with clarity. With teenagers it is important to talk to them without fear about all aspects of sexuality. Discuss with them the responsibility of bringing a new being into the world and the need for parents to prepare themselves, even before conception.

Some authors claim that before the age of nine, the child cannot decide for him/herself. This statement does not correspond in any case with the children now. They, or at least most of them, are so precocious, sensitive and mature that they can be treated in a horizontal manner, as an equal, from an early age since they are babies, and even before they are born, always with respect and love. When you do not know how to handle a situation, simply refer to the child or young person in the same way you would address the issue. You may be very surprised with their answers.

Finally, it is always important for the child or teenager to be aware of your feelings, although not to the point of downloading all your problems on his/her shoulders, in an unbalanced way. Parents and teachers are also human beings, with their ups and downs and difficulties. There are things we dislike, which hurt us, there are other things we like, some days we have headaches and some things irritate us; the child needs to know it and learn how to respect and be tolerant towards us as well. But for that situation to happen we must talk and not shout, letting them know how you feel. That is pure emotional intelligence: how to recognize their emotions and express them without hurting oneself or others.

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Some recommendations to assure good health: Parents, relax!

The following recommendations will help us achieve a better integral development for our children.

1. **Do not worry too much about your child's diet.** His/her own body dictates what she/he should eat. Do not worry if your child does not want to eat meat; replace it with some vegetarian food, rich in proteins (healthier for human beings). If your pediatrician confirms that the size and the weight of the child are normal, then do not worry in excess about their diet. See the work of Dr. Carlos González, *My child does not eat*. This famous pediatrician affirms (1999: cover back): "A child should never be forced to eat. Do not corrupt or stimulate his/her appetite; do not punish him/her, the child knows perfectly what he/she needs."

A child should never be forced to eat. Do not corrupt or stimulate his/her appetite; do not punish him/her, the child knows perfectly what he/she needs.

1. **Meals must not be eaten in a rush. To eat without stress is important**, without shouting, pressure and the sound of the television in the background. The way in which one eats is more important than what one eats; in the same way, it is not the quantity but the quality which counts. It does not matter that the child eats little. The children of today tend to take small amounts, but often. Doctors confirmed that their systems metabolize these small amounts better (especially if the food is healthy and with a high vibration level). Some children cannot remain seated at the table more than three minutes to eat. Small children eat only when they are hungry, and often anywhere, in their bed for example, while they are playing or doing something else. They have difficulty sitting down at the table. In this case, the social and family convivence does not depend on *eating together*, as in our time, but can take place at other moments that we must find and create with them. For example, with the young children that can mean taking a bath together, have a picnic in bed, create an improvised tent, play in the garden or at the park, share a massage, organize a home play or a show which involves the whole family. Make life fun!
2. **To Drink as much water as possible** (at least 6 to 10 glasses of unsweetened water per day). Remember that the body requires one to two liters of water a day to clean out toxins and to help our kidneys. A marginal drop in hydration can affect intellectual ability. As soon as you feel thirsty, your body is already in a state of dehydration; therefore it is necessary to make regular pauses during the day to get refreshed, so that the brain is always perfectly clear. We recommend placing pure water containers in the classrooms.
3. **One should not overprotect them.** It is almost certain that your child will resist illnesses better than you think. However, with some children, it is necessary to take care of the atypical allergies and respiratory problems which generally come from an emotional blockage and which can be solved by alternative medicines.
4. **If your son or daughter presents psychic or paranormal abilities**, such as clairvoyance, clairaudience, telepathy, premonition dreams, do not think it is a product of his/her imagination or it is a mental illness such as psychosis or schizophrenia. We should study and receive advice from a professional therapist who we trust and has an understanding of these issues in order to help guide our children. We should care for the psychic sensitivity of these children by listening and believing their stories, no matter how strange they seem to you, and to provide them with a clean and healthy environment: physically, emotionally and spiritually. See Chapter 12 for further information on the topic.
5. **Education is like health: preventive and integral.**
6. **These children are very sensitive to subtle energies and react better to alternative and complementary medicines** than to allopathic medicine (based on drugs, powerful antibiotics and injections), especially if the disease is chronic. As we already mentioned before, the origin of their diseases are

often emotional; with respiratory problems, colds, asthma and/or allergies. They respond very positively to homeopathy, with floral therapies (like Bach flowers, California oils and others, depending on the country), Ayurveda medicine, energy massages (Tui Na), reflexology, acupressure (Shiatsu) and other alternative and complementary therapies available today.

How can food help us?

If your child refuses to eat meat, you can obtain proteins^[19] with: dried fruits, nuts, legumes (lentils, beans ...), corn, wheat, brown rice, quinoa, oats, soybeans or soy (non GMO) in all varieties, eggs (in moderation) and milk (preferably organic) and other cereals and grains. Taking vegetarian cooking classes can be fun, especially if we go with our son, daughter ... and husband!

Josep Vicent Arnaú, naturopath and acupuncturist reports about soy:

When compared to other foods, soy, contains twice as much protein than meat, four times than eggs and twelve times than milk. It is especially rich in potassium and phosphorus. It contains vitamins A, B, C, D and G, as well as enzymes which stimulate the digestive function. It is an effective substitute for animal protein, without any side effects.

In addition to its richness in nutrients and protein, it is also incredibly versatile in the kitchen. Since we get a lot of soy products: tofu, tempeh, miso, soy sauce, sprouts, soy milk and dehydrated soy (ideal to substitute minced meat and meat balls). It also provides phosphorus, large amounts of calcium, magnesium, iron and copper, and it is one of the richest sources of lecithin, which is an essential substance for our cells because it dissolves the excess of cholesterol. Soybeans have to be natural and not GMO. (Arnaú, 2002: e)^[20]

Always have available for our children and ourselves fresh and dried fruits, and whole wheat crackers (rich in fiber to treat constipation) and various grains.

Also drink plenty fluids. What is important is to drink enough quantities (6 to 10 glasses of water a day minimum). A very small reduction in hydration can affect mental capacity. Remember that when you feel thirsty you are already dehydrated, so be sure to do regular breaks during the day to drink (... water, of course!), so that the brain is always clear. So make sure we give our children and students pure water (mineral bottled water, not tap water) and plenty of liquids in general (juices, smoothies, shakes, vegetable soups ...). Brain Gym recommends drinking a glass of water before each exercise (see Brain Gym in chapter 9).

It is better to have fresh organic food, free from chemicals, dyes and preservatives (preferably originating from the country where you reside). Some ideas: avoid excess fats (like making mayonnaise with yogurt), when possible, use sacha inchi or olive oil, look for foods which are rich in magnesium and Omega 3 and 6, decrease consumption of sugar (especially white sugar), avoid refined products (white bread, white rice ...) and replace them with integral food (bread, rice ...).

Food which is rich in magnesium, can prevent diseases and balance the nervous system^[21], some examples are: sunflower seeds, almonds, hazelnuts, wheat, soya beans, groundnuts or peanuts, chickpeas, kidney beans, pinto beans, pistachios, cocoa powder, flour, nuts in general, brown rice.

Food which is rich in omega 3 and 6 are important for the development of the brain^[22], for example: linseed oil, soybean oil, olive oil, corn oil, sunflower oil, sacha inchi oil, borage, mussels, hazelnuts, pumpkin seeds, lettuce, spinach, strawberries, cucumbers, cabbage. And fish, if your child likes it.

Let us remember that the child is nourished first with affection and a peaceful and emotional stable environment.

An integral diet for the 21st Century

The following article was kindly shared with us by Dr. Jose Luis Pérez- Albela^[23] and Dr. Oscar Iván Vilca^[24] from Peru.

If everything is light and sound, that means you eat light and sound. We are what we eat and we eat what we are.

The World Health Organization defines health as a state of complete physical, mental and social wellbeing. The studies conducted revealed that food and physical exercise are the key factors to fight against many risks. For example, diets which are rich in fruits and vegetables contain micronutrients that stimulate the immune system and strengthen the natural defences of the body against infectious illnesses^[25]. To practice preventive health, it is necessary:

- To eat more vegetables and dry fruits, sprouts, cereals, as well as fruits.
- To consume poly-unsaturated fats derived from plant oils (omega 3, 6, 9).
- To reduce the quantity of fatty, salted and sweetened food.
- To maintain a normal body weight.
- To practice a daily physical activity.
- To give up harmful habits.
- To take part in social activities.

These directives recommend a completely vegetarian food diet. They are based on data collected in the whole world. WHO validated the data of the International Vegetarian Union: "A healthy diet consists mainly of foods of vegetable origin, unlike those of animal origin." (Regional committee of WHO for Europe, Copenhagen, September 1998) [26] Dr. Yellow Dragon, of Los Angeles, California, comments: "The single fact of eliminating meat from our food would be enough to save the world, our own health, and that of our country. To abstain from eating meat is to contribute to peace on Earth." In other areas of the world where the use of vegetarian food is more common, for religious, cultural and economic reasons, this trend is already occurring.

It seems as if the children and youth of today already have this information, and we should learn from their food habits. (Vilca, 2008: em)

A higher vibration level

We thank Patty Robles and Javier Bravo Lima, Peru, therapists and specialists in diagnosing Kirlian photos^[26], for their interesting professional comments in the field of alternative health and for all they have done to understand and help the children and youth of today:

In recent years children with a higher vibration level have been arriving, compared to those who lived before on our planet. These beings have chosen to wake up the people and to create profound changes within our humanity, changes at the soul level by creating new structures and ways of living with Love, Brotherhood, Respect, Peace and Harmony.

Due to the increase of human development, more evolved spirits have been coming and incarnating to assist in this process of human growth, bringing with them new ideas. Some of them, now adults, with the same sensitivity had to come before to understand these children who are coming and are now in their teens. They are opening the doors to guide and direct the children of the New Age, beings who need the understanding and love from kindred souls and spirits who understand their needs, values and sensitivity. In our country, Peru, we are beginning to accept and understand many of these children and teenagers who have chosen our planet, and we are collaborating with the Indigo Association of Peru and the House of Children and Teenagers of the World, to diagnose and provide treatment to help create a more sensitive education. It is wonderful to see and realize that humanity is evolving and that the only thing we need to do to achieve the Great Shift is to listen to our heart and to allow true Love to flow from our souls.

Diagnosis with Kirlian Photo

Within the diagnosis of these children, and for anyone who wishes to do so; one can use the Kirlian Diagnosis evaluation. Through Kirlian photography we can determine the emotional state, fitness, energy status and sensitivity development of children, teenagers and adults. In our aura and subtle bodies we have all the information we need.

To be able to correctly evaluate we need to keep our eyes open to avoid mistakes in diagnosis, which is a big commitment. A complement for the Kirlian diagnosis is the reading of the Aura, where we can also determine the type of vibration of the person we are seeing. We have to take into account that there are more vibration levels with the children who are coming. We do not just have Indigo and Crystal, we can also find Emerald, Purple, Gold, Silver,

Ruby, all of them full of light and love, whose purpose is to help us grow, evolve and build a better place to live:

our planet, our home. We should take into consideration that due to the acute sensitivity of these children and youth, in order to help them we must assess through Kirlian photo their psychological state and specify the ages where they could have had some sort of lack or conflict. Sometimes to understand who we are is not easy, because not all of these children have the appropriate environment to develop themselves, nor the parents are properly prepared.

It is very important for adults and parents who feel committed to support and help these children and teenagers, to collaborate and accompany them through these beautiful changes towards a New Era. (Robles and Bravo, 2006: ce)

The teacher's job will be easier

Teacher's today (like it or not) automatically become a catalyst to help the children to obtain a healthy integral development, as well as a counsellor to build a new society. They should try to understand the new shift that is occurring on the Earth and with the children in order to facilitate their task. This should be the teacher's commitment towards themselves and the future generations and humanity.

In fact, today, we must realize that the children and youth often see in their teacher a dad, a mom, a psychologist, a counsellor, a healer and a spiritual guide. The teacher has to know that, in general, the children usually appreciate them, like they do with their parents, and they are willing to help, especially in aligning their energy.

The teacher does not have to know everything. If they do not know something, they should just ask the student or group of students to do research or a project on that issue or on the aspects the children seem interested in. Teachers must trust themselves and trust the new learning processes that unfold in front of them with these children.

A teacher says.

A good teacher explains.

An excellent teacher shows.

A true teacher inspires.

William Arthur Ward

Un-stressed teachers

Here are some very simple recommendations so that stress can be transformed into pleasure:

- Work on your own personal development and improve your aptitudes.
- Strengthen your emotional stability so that your very presence can transmit peace to your students.
- Try to relax within and without. For example, there is a school in the south of Quito (area of very low income) in Ecuador where all the teachers do a free hour of yoga each week to relax.
- Reinforce your and the parents self-confidence.
- Achieve personal self-discipline. Leading by example will make self-discipline easier for the children.
- Be very transparent and coherent about what you think, do and say. Remember, children see everything. Be honest and do not pretend.
- Manage daily events with flexibility by using your own common sense. Remember that each moment, each child and each situation is different and that improvisation is often necessary – follow your intuition. Use the *present situation* as an educational tool. Each situation carries a lesson.
- To propose specific tasks through the creation of projects is very beneficial, for the teacher as well as the students.
- Be creative and use all means available. For example, ask parents to recycle all kinds of materials which can be used as arts and crafts (cardboard, paper, newspaper, magazines, crayons, paint, wood, nails ...). Use the resources of the neighbourhood (markets, theatre, parks, zoos, radio, television, Internet, etc.).
- Invite professionals and *interesting people* who can inspire and stimulate the curiosity of the children.
- Organize trips to special places with the help of the parents (archaeological sites, parks, waterfalls, camps).
- Organize activities which encourage their integral development.
- Develop strategies to reinforce their personal and collective *identity* by always keeping multiculturalism in mind, especially in multi-cultural and multi-lingual countries.
- Develop teaching strategies aimed to systematically apply universal principles and values: *One does not speak about values, one puts them into practice!*
- Have access to up-to-date information on the potential of the new generation.

Teachers and parents who follow these simple recommendations will have much less work, simply because they allow the children themselves to do the

work and research, as well as making their *contributors* participate by using the resources of their community. Also they will draw the attention and the affection of the children. There is no reason for the teacher to do everything alone! It is important for the teachers to value themselves and the importance of their profession and also to enjoy the process in the class. At the end, whatever the quality the school has, it is really the human quality of the teacher which makes the difference.

Nowadays
teaching is probably one of
the most important
professions. It is an honour and a
privilege to be a teacher!

Well done Erika! Advice from a teaching therapist

Erika Mönch^[27] is a primary school teacher and an EMF Balancing therapist in Venezuela. Her experience provided her with some working keys for today's children:

I can say that my class offered me the stage I dreamed of to put into practice the knowledge and strategies I had learned. **To see that children can:**

- participate in their own education.
- be free, at ease, loved and understood.
- be regarded as an individual with their own rhythm.
- be free to express, move, sing and dance.
- control their impulses by proposing breathing, concentration and visualization exercises during naptime.
- develop their consciousness.

To offer them:

- A pleasant, cheerful and colourful working atmosphere, in which they feel calm and in peace.
- The possibility of practicing with both cerebral hemispheres and various intelligences.
- The opportunity of being close to nature by taking excursions, science projects, doing research on the rhythm of life *in nature*.

Teach them to:

- Love their neighbour, their classmates.
- Respect, forgive, share, be patient.
- Interact with their parents, which is very important. Propose presentations to them, provide them with written documents, or web addresses of interesting Internet sites where they will be able to get information on all types of subjects (food, natural alternative medicines...)

But what I really think is the most important technique of all is to *listen to and feel the children*. In return, I saw my children opening up, mine as well as my students. I could observe and share with their parents their development and their opening to the world. Independently of their character, the children grow and blossom. This especially occurs with my current class which I have been guiding for the last two years.

I am a teacher and a therapist in EMF Balancing Technique. A good number of my patients are children. The serenity and balance that the harmonization of their electromagnetic field provides helps them enormously. They are well aware of the work I do. They feel it in their body and heart. They thank me from the depths of their heart and this is expressed with tears of joy or an immense smile. The parents are also grateful towards me when they see the deep changes in their life and the life of their child. The family becomes more united; it is a more secure environment for the children.

Also, I introduce workshops with various tools like mandalas, breathing exercises, meditations, visualizations, which make them work with their inner connection.

I intend to create a centre for these children. A place where everybody, parents, teachers, children, can find the help they need. A place which offers the family alternative therapies and provides them with the support to achieve self-knowledge and connection to the universal energy. This is what I bring to education. No graph, percentage or table. Just my heart (Mönch, 2007: ce).

Responsible co-creation: a Colombian experiment

The information transmitted by Erika is supplemented with MarClaudia Guti rrez's^[28] research, psychologist and Colombian therapist. She proposes the following:

The new generation needs potential development programs conducted from a holistic perspective and which points out their characteristics, capacities and talents. What does a program of *development of one's potential* contain? Here are the main points:

- It is necessary to stimulate the person to strengthen their self-confidence and creativity. That can be done by reviewing one's personal history and by observing one's answers to various situations and life circumstances. Confronted in this mirror, each one can begin a process of conscious realignment (using adapted exercises).
- Be a guide so that each child is able to use his/her capacities, skills, wisdom and reaffirm their personal capacity of responsible co-creation.
- Provide tools to the children so that they can understand themselves better.

- Work on the harmonization and balance of their heart/ mind /spirit.
- Help them to have a closer contact with their body, how to understand its messages and functions.
- Teach them to discern, to observe energy expressions and subtle feelings that the body manifests: postures, expressions, pains, thoughts and attitudes.
- Develop their senses: sight, sound, touch, taste and also mind and emotions. That requires listening, seeing and feeling in a total and complete way, allowing the energy to run through their feelings.
- Provide them with tools which facilitate their adaptation and interaction with the modern world: visualization, intention, telepathy and assertions, work on the harmonization of the two brain hemispheres.
- Ensure a loving family circle (Gutiérrez, 2007: em)

...that each child is able to use his/her capacities, skills, wisdom and reaffirm their personal capacity of responsible co-creation

The basic principle María Claudia Gutierrez's proposal is:

To restore the authenticity and essence of the person^{al} by focusing on what they truly ARE ^{al}. For them to live for themselves, and according to what they really are and not according to the eyes of the others or their fear of disappointing, which is very frequent in our culture, and which damages our children. We know that our children come with great wisdom and quite particular characteristics, but we cannot ignore that over time they are socially conditioned and contaminated, up to the point of feeling unsuitable and lost. It is therefore vital to revalorize the *true and authentic aptitudes* of the individual, so that they can realign themselves and blossom with all their creativity, confidence and joy; then they will be able to become harmonious, stable, in good health, grateful and satisfied. These individuals will most probably succeed in their achievements, because they will offer all their heart, all their energy, and the best of themselves.

The Colombian psychologist adds that loving and forgiving are the essential and fundamental tools for any situation or any circumstance in our life: they enable us to accept and strengthen our confidence and our awareness. (Gutiérrez, 2007: em)

INTERACTIVE EXERCISES

No. 7 Practical Recommendations: What to do? What not to do?

1. Choose one of the previous recommendations (p. 64 to 66) and put it into practice today.
2. List three practical ways of carrying out this recommendation.
3. When it becomes a habit in your life, go to another recommendation.
4. Time periods to change a habit according to the author Kaur Kalz:

40 days: I need 40 days to change a habit.

90 days: After 90 days I can confirm the habit.

120 days: I have a new habit in 120 days.

1000 days: I control the new habit in 1000 days. (Kalz, 2001:157)

No. 8 What am I going to do to live without stress?

1. Stress three specific activities that you found attractive and effective
2. Choose one of the three and agree to implement it this week.
3. Write a reminder of your commitment in a place visible.

-
1. Drunvalo Melkisedeck (1996, video). Web: <http://www.spiritofmaat.com> ↵
 2. The term generation is a relative term. It is not as if each generation is composed of the sons or daughters of the previous one. The acceleration of these changes is such that we speak of periods of 5 to 10 years for the first two generations. The last three generations are arriving almost simultaneously with only a difference of a couple of years. That means that in a same family, for example, the older child can be the first generation, and the younger siblings the second, third, fourth or fifth generation. ↵
 3. We should also mention that one can change to a different "Generation" ↵
 4. The same applies to the original indigenous people. For example, the Aymara language has the expression: yes, no, maybe and many other variants ↵
 5. Erika Mönch, Venezuela. Teacher/ Profesional Master in Practice Faces I-VIII EMF, Balancing Technique. Cel 0414- 0847174. Email: erikamonch@yahoo.com ↵
 6. The APCAR score was conceived in 1952 by Doctor Virginia Apgar of Columbia Babies Hospital University. It is a quick examination carried out from the first to the fifth minute after birth which allows the doctor to determine the physical condition of the baby. On a scale ranging from 1 to 10, 10 corresponds to the optimal health condition and when the value is below 5 this indicates that the new born needs urgent medical assistance in order to adapt to his new environment. ↵
 7. Interview done in 2005. ↵
 8. Enuresis: Urinary incontinence. ↵
 9. Interview conducted in 2005. E-mail: ximeflor7@hotmail.com ↵
 10. Observations based on exploratory research conducted in late 2005. See more about this research in Appendix 2. ↵
 11. Quoted by Ms. Ximena Flores (2005 pc). ↵
 12. This explains why some children wake up tired and need many hours of sleep. ↵
 13. See more on page http://www.emfvenezuela.com.ve/articulo_deficityninosindigos.asp ↵
 14. ADHD, Attention Deficit Disorder with Hyperactivity ↵
 15. Compiled and Extended from: Children, the Challenge, Rudolf Dreikur, 1964. ↵
 16. A six year old once told his mother: "Boundaries, what are they? If life has no boundaries... neither does love "(Ecuador, 2004: cp). ↵
 17. This kind of education works well if we practice it with the child since he/she is very young. For the children and young adults who have lost their self-discipline, opt for a firmer transition education (by still being loving) and gradually provide the necessary space and understanding for self-discipline. Have

a little patience. No process is irreversible and it is never late to do things right. ↵

18. This definition is common in Latin America. Support is different as it is sometimes understood in Europe, which is to provide a rigid and inflexible set of rules. ↵
19. See website <http://alimentacion.interbusca.com/alimentos/proteina-vegetal/soja-1.html>. ↵
20. <http://www.botanical-online.com/medicinalesomega3.htm> ↵
21. JosepArнау@enbuenasmanos.com ↵
22. <http://www.fisterra.com/material/Dietetica/magnesio.asp> ↵
23. Doctor and Master in Natural Medicine, Director of the Instituto Bien de Salud in Lima, Peru, <http://www.doctorperezalbela.com> ↵
24. Doctor and Professor at the Faculty of Medicine at the Nacional del Altiplano University in Puno, Peru, <http://www.biendesalud.org> ↵
25. <http://www.infomagnesio.com> ↵
26. kirlian_pj@hotmail.com, kirlian_pj@yahoo.es Copyright. For further information contact the therapist via email. ↵
27. Erika Mönch, Venezuela. Teacher / Professional Master in EMF Balancing Technique Practice Faces I-VIII. Cel 0414 - 084.7174. Email: erikamonch@yahoo.com ↵
28. Maria Claudia Gutierrez, prisma.fundacion@gmail.com, Transpersonal Psychologist and Coach, Supervisor at Konrad Lorenz University, with research into Montessori and Waldorf methods. Maria Claudia is an also accredited therapist in: Aurasoma, color therapy, which helps open doors to healing and consciousness. Pranic Healer and Psychotherapist. EMF Balancing Technique (Levels I to VIII) and Sacred Geometry ↵

CHAPTER 3

Some features of the adults of this millennium

It is impossible to speak about a global transformation if we do not link it to a personal transformation.
Fernando Mirza, the IDEJO, Uruguay

1. Pioneer Adults

Some beings came before. It has not been easy to be pioneers and they felt particularly misunderstood. American researcher, Doreen Virtue, observed in these adults and children of the first generation, a pioneer personality, people who were self-reliant, stubborn, creative, humorous, natural leaders and charismatic. (Virtue, 2001:34)

In general, these adults' characteristics were^[1]:

- Ease of learning
- Originality and interest in new and alternative issues.
- Ease in going through great changes.
- Tendency to be passionate.
- For some, an ease of leadership.
- Significant management of lateral thinking, this is, the faculty to find different and original solutions.
- High empathy and ability to help individually and collectively.
- Good team work skills and capacity to engage horizontally.
- Interest in mysticism.
- Use of new technologies to fulfill their purposes.

However, these qualities made them suffer at times:

- Emotional instability.
- Tendency to depression.
- Lack of discipline and perseverance.
- Untidy personality and always looking for something.
- They do not like routine or authoritarianism.
- Their teenage years may be very conflictive and with a tendency to be attracted to drugs.
- Feelings of emptiness, of being outdated, misunderstood, loneliness, to feel misplaced.

It is very important for these adults to always move on without bitterness (during the process, often we have received some deep wounds). Let's keep dreaming all the dreams we have dreamt! To not give up our goals knowing that the changes now are very fast. Everything that has happened has been worth it. The hardest part has finished. Let's dream and act more than ever. Furthermore, we should feel relieved because the assistance has arrived here on Earth: thousands and millions of babies, children and youth.

2. Is the energy changing on Earth?

Scientists proved that the natural frequency of the Earth is 7.8 Hz, which is called Schumann waves and they have been stable for thousands of years. It has been said that this frequency often directly influences, through the hypothalamus, all mammals, humans, whales and dolphins. Recent reports indicate that in just eight years the Schumann frequency reached values **II** up to 11 Hz in 2003 and continues to increase with peaks up to 13 Hz and 15 Hz, which means that we are going to go through big electromagnetic and accelerating changes in our cells, central nervous system (CNS) and even our DNA (WO Schumann, 1952, Konig, 1954, Balser and Wagner, 1960, Hans Volland, Davis Campbell, Gregg Braden, 2000)

Dr. Sally Barbosa^[2], Puerto Rico, wrote:

In 1952 W. O. Schumann, German physicist, found out that the Earth is surrounded by a powerful electromagnetic field that forms itself between the ground and the bottom of the ionosphere located about 100 km above us. This field more or less had a constant resonance of about 7.83 Hz or pulses per second. Since 1980, and more intensely from the 90's, the resonance of the Earth has risen to 12 hz and 13 hz [...]. Schumann resonance, named after the German physicist, is responsible for the balance of the biosphere, changes in temperature and global climate conditions. This increase in the heartbeat of the Earth Gaia significantly affects people. So the perception that everything is happening too fast has a real base in the variation of the Schumann resonance. [...]. Earth has increased its resonance with the center of the galaxy, its vibration frequencies are accelerating while the strength of its magnetic field decreases. The acceleration of all atomic and subatomic particles of matter have been generating between the conscious human beings enough energy to overcome the limitations of time and space [...] We are moving out of artificial, linear, measurable and predictable time, where the concepts now known have no effect. This higher energy on the planet requires many physical adjustments, especially on adults. (Barbosa, 2000: e)

Conesaile magazine warns that:

A lot of new diseases are being discovered. More people are experiencing a deeper level of frustration and aggressive disruption which is creating many symptoms in the body, nervous disorders and feelings of overheating. This turns into explosions of anger and violence. There is an imbalance in the central nervous system^[3] that can create disorders, various types of fevers or an imbalance in the brain wave system, while an adjustment to the new energy begins. (Conesaile, 2004: e).

Recommendations especially for adults^[4]:

Take care of emotional extremes, calm down and do physical exercise to achieve balance.

- Organize and simplify your life to manage better the fluctuations between periods of extreme fatigue and periods of high energy.
- Eat healthy and drink plenty of pure water to clean your system
- To fight the tendency of losing concentration and stress do *rooting* exercises^[5].
- Play with the four elements, particularly with earth and water.
- Assist with soothing music, sound therapy and, if necessary use neuromuscular therapy, cranial-sacral therapy, homeopathic remedies, gem therapy, flower therapy or other therapeutic processes.
- Organizing schools for parents, dads, grandparents (because grandchildren and great grandchildren will generally have a close relationship with their grandparents), where they can receive information about the children and youth of today, share practical tools, let them talk about their challenges while promoting their own internal and personal development. It would be good to even begin these classes in schools, beginning from high school. Dr. Bernie S. Siegel says: "Once a child is conceived, the future parents would be included in a group where they could share their feelings. The attendance would be mandatory as part of the medical care. This way we would have groups where parents, therapists and grandparents could meet. People could start preparing for parenthood in high school or even earlier and learn about birth and baby care. After the birth of the child and for approximately the following three years, the parents could be part of a group of parents, grandparents and therapists, in order to share their experiences." (Siegel, 1995:90)
- Meditate regularly is very important to reconnect with oneself.
- Express yourself freely to not build up repressed emotions in the physical body. Most importantly, this does not mean that we should express ourselves by shouting or through anger, but with ease and maturity, without hurting others. Choose a healthy way to escape, for example: music, singing, dancing, sports, Gibberish, Yoga, Taichi, Family Constellations, etc..

3. The change of consciousness is for all

Dr. Yanet Díaz, Colombian transpersonal psychologist, comments on today's parents:

True, many parents are amazed about their children. Children now question a lot of things from a very young age. But we should be aware that parents also have the same capabilities as our children. Only we must learn to reawaken the physical, spiritual and cosmic Being within us. This is the reason for being here on Earth at this time, in this life, to re-learn that. Scientists, Yanet adds, say that humans only use 8% of their brain capacity (12% in the case of a genius). Presumably not even a third of our DNA is activated and we have access to only about 5% of our psychic and paranormal talents. Therefore, we have yet much to explore and today's children are pushing us in that direction. To re-awaken our capabilities we need to be more aware and want it. Intention is very important because it draws the energy needed to make things come true. Parents also need to recognize and accept that they are engaged in a mission: to be parents, to be channels for their children. They have come to share this life experience in this physical plane to re-discover that parents, sons and daughters are all spiritual and human beings.

It must be understood that we already *are*, we do not *have to be* as we are led to believe. Children already *are*. Many innately handle several different levels of consciousness. It is like at school, there is the first grade, then second, third, etc ... and we learn to re-discover ourselves. These children come with an open consciousness *to be*. The parents' job is to provide a good environment with support, especially with their emotions, to recognize and manage their feelings, and how they express their relationships. Addressing the emotional part is very important for us, the parents.

I feel that this is a time for the change of consciousness, an energetic shift. Everything is energy. We realize that the human being communicates with its environment as a holistic being: physically, mentally, spiritually and emotionally. Many parents are questioning things too. They are reading new books, attending conferences and meetings. They are surprised of what their son or daughter says or does (or does not do). This child came to help find answers. We must be aware of all the symbols presented to us. It is like an insight, an instantaneous awareness. As humanity we need to shed light on this period of time, on our lives. We are human beings rediscovering our missions, our way, who we are. There is something within us. An encounter with our spirit and life. This is, a connection that occurs with all beings in nature (whatever name we give it). We have to go inside, inside of ourselves, to recognize this Being which has gone through many life experiences.

We come to remember through our cellular memory; everything is recorded within our cells. Everything is recorded in our body, what the psychologist Karl Jung called archetypes. An archetype is a particular universal structure that is within our memory, either physical or energetic. How can our cells re-awaken? It is a process, as I mentioned before, of Consciousness; to work within oneself with different techniques such as meditation, fasting, watching, writing, dancing, painting, music, and others. Meg Blackburn explained in an internet article (2006): "Many children which will come into this world from today onwards bring with them aspects of the infinite, they will refuse limitations and they will bring interactions from other worlds, other beings. Listen to them. "(Díaz, 2006: cp)

Adult Indigos

By Ingrid Cañete^[6], Brazil:

Your sky is so blue. It Prevails and seduces. Bring the voice of change.

To Talk about Adult Indigos seems simple and complex at the same time. I am one of them, I am a psychologist and now I remember well all the times that an

adult, surveyed by me, had to deal with the questions: Who are you? How can you describe yourself?

Imagine, dear reader, how unsettling and disturbing it is to answer these questions when we perceive from childhood, little by little, that our behaviors, expressions, dreams and attitudes were so different from the others, who treated us like weirdoes or even as a little crazy.

In these situations, the eyes of other human beings, so important and basic in childhood to build our personality, identity and self-esteem, transformed into a mirror of truth that hurt a lot. What happens is that it hurts us so much and sometimes it becomes so bad for the receptive eyes of a child, that this mirror becomes avoided for reasons of self-protection and survival.

Of course for the Indigos, avoiding eye contact is very difficult because they are beings moved by the truth and naturally led to search the main source. It is also difficult for Indigos to avoid how the people look at them to protect themselves from the *reproaching mirrors*, for they instantly grasp the truth in other ways, by feeling or reading the energy field of others.

In psychology much has been studied about the game of mirrors, and we know today that we are all mirrors of each other, within this endless web or network of human relationships. If a mother, for example, almost has no eye contact with their child from an early age when talking and communicating with them, the effects, and even trauma, are often very serious in their future adult behavior. If this is true for children in general, we have to think, analyze and study even much more about what can happen with Indigo children due to their different characteristics, especially their extreme simplicity. Of course, the personality characteristics of adult Indigos and their behavior are, at least in part, consequences and effects of what happened in their childhood, as for all human beings. Well, I hope you find in these words a bridge, an easier road connection between you and your Higher Self, one that seemed to be buried after so many years of pressures, criticisms and judgments of other people and the environment.

Now let's see if you feel that you:

- Still looking for something that allows you to feel whole as a person, as a man or woman.
- Still looking to be fully where you are.
- Still looking for your true calling, your mission in life.
- Perceive that you are very intelligent, with great energy, many skills, vision, special intuition and simplicity but do not fit in any conventional or traditional occupation, or correspond for long length of time in any of the patterns and roles previously established.
- Do not settle or conform to the expectations of what surrounds you, especially in the professional environment.
- Feel that you are looking for something you cannot seem to define well, but you are very sure that you must keep on going. You keep wandering between two or more worlds and occupations, but you have the intuition that your role in life is to translate and share everything: information, knowledge, open roads and to break boundaries.

If you have felt identified with this description, it is very likely that you are an Indigo adult or teenager. (Cañete, 2007: em)

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1. For more information, see the work of Santiago Aube. (Aube, 2004:88 ff) ↵
 2. http://www.luisprada.com/Protected/el_gran_cambio_de_fase.htm ↵
 3. This is why we witness disorders or new diseases that are related to the central nervous system (CNS), while this rewiring feeling lasts to adapt to increased light intensity. It's like someone putting a 120 watt bulb into a socket that previously fed a focus of 40 or 60 watts. and <http://oneflynangel.com/bodychanges.html#linktostr5> (in English). ↵
 4. Read more at <http://www.starchild.co.za/crisisspan.htm> (in Spanish) ↵
 5. See Part III and IV of this book, Practical Tools. ↵
 6. Ingrid Cañete Brazil: Psychologist, Master in Human Resource Management, writer, teacher, consultant for companies who deal with quality of life issues, stress and health, social-founder isma-br. E-mail: canete@terra.com.br. Author of Crianza indigo, a evolução do ser humano (Indigo child, human evolution). ↵

CHAPTER 4

What is happening today in our homes and schools?

*Today,
children are born with different psycho-emotional profiles and ways of learning.
They require new paradigms, a new language,
a new ethic, a new education based on unconditional love;
an opening of the heart and mind of the people who accompany them.*

1. What are the teachers saying?

In 2005, during a series of talks in the Andrés Bello College^[1], El Alto, Bolivia, Wilma, teacher at a nursery school of 4, 5 and 6 year old children, reported the following to us: The children are sharper, more edgy, more awake. They are over-stimulated. For example, before they use to need a month to adapt to school. Now, it is not necessary any more. At the end of a day or two, the children have already adapted and started to socialize. As for teaching, it is necessary to offer them more activities, they are always moving. This is what is most difficult; they want to be occupied all the time! This means that I require a permanent actualization of my knowledge and training... And also more space so that they can unwind! (Wilma, 2005: CP)

Ayala, teacher and director of the same college explains:

The children of today? They are more precocious, faster and more expressive. It is not at all the same as ten years ago; they were more reserved, more submissive. Now they express their feelings. They recite, sing, speak without fear. That is why we propose a very active education. For example, we carried out elections in the school, the children had their candidates and they organized everything themselves. Then the radio came and the children were interviewed. We organize dance festivals, we celebrate special days (for example All Saints' Day), we make outings (to the market, in the district). We take part in chess tournaments, even at a national level. We perform plays, sing in choirs, we organize Knowledge Olympic games (by team), data processing. The little ones already make good use of the computers.

We have an on-going evaluation system, which releases the children from the useless stresses and anguish of tests and exams. It is important for the children to do things which they like. Our children are our biggest treasures. Education is vital to build a better society. To be honest, we need a lot of training, as teachers, to constantly adapt to the changes in order to answer the demands of the children. (Ayala, 2005: cp)

Chambi, teacher at the María Auxiliadora Nursery in El Alto, Bolivia, shares the affection of the little ones:

The children of today get easily distracted, agitated, but at the same time they are so affectionate. They say that they love you, give you gifts, cuddles... They are really tender, but it is necessary to have a lot of patience with them. (Chambi, 2005: cp)

María Larico works at the same establishment and comments:

I observe among the four year old children that they are more open, extroverted and intelligent. They are not as shy as before. Now, they tell you what they think, they are mature and observe everything. They are also very emotionally sensitive and they get unbalanced if there are problems or violence at home. As a teacher, we must seek and develop new strategies. We must find a way of managing big groups. The children need a lot of personal attention. We have many children (about 40) in a rather small room. (Larico, 2005: cp)

Delia Oppizzi, Argentinean teacher at the Kapitoshka^[2] Nursery of the Russian-Bolivian Cultural-Educative Centre of La Paz, Bolivia in 2005 shares her experience:

In my daily experience with the little ones, I have noticed that the children of today are much more inquisitive than before; they want to explore everything. They ask questions about everything. And our answers are not always the best.

Among the smallest ones, the differences which I could observe are the following ones:

- Their language is more developed, their vocabulary more sophisticated.
- The originality and creativity of some of their work.
- Their sharpness. For example, we have a three year old girl who makes riddles which are often very difficult for us.
- They have a great practical intelligence. Their explanations sometimes make me speechless.
- They tell unusual stories; their imagination surprises us.

What is the future for these children?

I can see a very different view. I see a world of hope.

It may sound a little utopian, but yes, I see a different world.

At least, I see a different world in the hands of these children! (Oppizzi, 2005: CP)

Dr. Yelena Lekontseva, Russian, is director of the same establishment.

She has observed many and very significant changes during the last five years:

Many things have changed since the year 2000. The child of today can understand more things, they are more mature than before (and I only speak of five years ago!). Moreover, today the parents are much more interested in an integral education for the child. Therefore we wanted to set up a nursery which promotes integral development, very playful, which engages at the same time the emotional, physical and aesthetic parts of the child. I have noticed that small children can very easily learn two or three languages, handle the computer without any problem (on our premises, they start at three years of age), and that they can complete certain tasks more easily than their parents. Their maturity also surprises me. They make remarks about things of life, practical things, which surprise us.

Considering that nearly 90% of the current families (in any case on our premises) have complex marital statuses, divorce, separation, various conflicts, the children mature more quickly, they give advice, wisely intervene and ask for peace.

At the teaching level, our practices are based on the Vigostky method. It is not at all a repetitive education, which requires taking information which is not used and which is then forgotten. Information is not important as such, but to extract it and use it.

For example, the teacher shows a technique only once, and then the child applies it alone. Twice we had the case of children who had learned how to read almost alone. It is enough to give them the name of the phoneme (we do not work with letters), and they know the mechanism and learn it alone, sometimes in several languages. Same with writing. We had a program scheduled for over one year... And the children finished it... in two months (that is when I wondered what we were going to do!).

Sometimes children have a fairly high level of aggressiveness, probably due to family problems and also because they want to attract the attention of the teacher, mother or other children to compensate for their lack of affection. Then they are taught the rules of healthy coexistence based on games, where they learn to share and accept the other children. We also work conflicts with drawings, drama and puppets. When there is something specific you want to develop with a child, represent the situation with a game or with puppets and the child him/herself will realize and understand the situation, because he/she lives and feels it like a life experience.

As for languages, the baby begins to learn from when they are four months old. At birth they can develop two or three languages **||**in kindergarten.

It is also important to listen to classical music and to play musical instruments as soon as possible. In Japan, for example, children begin to play a musical instrument from the age of two. It is good for intellectual, attention and emotional development. We take breaks, moments of crafts and snacks with classical music in the background. It calms them down a lot. When they are uneasy, we play a game called the *game of peace*, which is based on classical music.

(Lekontseva, 2005: cp)

As for languages, the baby begins to learn from when they are four months old. At birth they can develop two or three languages **||**at kindergarten.

2. Is school forgetting its mission?

Fructuoso Huayllani Tórrez, head of the Technical-Educative Helping Unit of SEDUCA, Departmental Service of Education (La Paz, Bolivia, 2005) wanted to share with us what, according to him, has to change among the teachers in order to transform the current system to bring about a better quality in education:

According to you, what is the daily reality in the Bolivian schools?

The daily reality in which we live shows us that until the very recent past, and even today, in many schools, one regarded teaching as the simple transfer of knowledge from one brain to another brain, and learning was the capacity to retain this information, which had to be memorized by the pupil/student. There are still many professors who are persuaded that the process of teaching and learning consists only in putting information into the head of the pupil. This kind of vision still forms part of the conception and belief of the majority of the people connected to education.

How do the teachers currently organize themselves in their schools?

Beyond this concept of teaching and learning, most current teachers are still implementing the same attitude of teachers towards their pupils, the way the class is organized, the way of maintaining order and one's authority so that this transfer of knowledge can take place without any problems. Absolute silence required for students to pay attention to the speech or presentation of the teacher and to not miss any detail of the explanations.

This kind of school was necessary to maintain order and discipline (no matter how) to control the learning process through expressions such as "Do not move from your chair", "Do not talk to your partner," "Listen" these and other expressions are still common in some schools today.

The daily practice of educational activities, in the best of cases, shows conclusively management models based on activities which are merely intuitive, disjointed, contradictory, poorly planned or which simply obey certain situations of the moment; they create uncertainty, improvisation and sterile efforts.

What is required?

It is necessary to transform the school of saliva, chalk, blackboard, copying and taking notes. It has to go through a fundamental transformation. This reality leads us all to perform a radical shift in our ways of thinking and acting; this will take time and it requires the cooperation of all the players in education, mainly the teachers. Specifically, we must change:

- The frontal type relationship between the students and the teacher.
- The student's passive role in their education.
- The authoritarian management role and complete decision making of teachers.
- Knowledge seen as something strange to the learner.
- Lack of professional commitment on behalf of the teaching sector.

However, no deep change of daily teaching practices will occur without a major revision of the future teachers and teachers' training.

What aspects of teacher training does one have to modify?

An actualization of the content is not sufficient (though it also appears to be necessary), it is also imperative to re-conceptualize the task of the teacher as such, as well as the teaching practices.

What is the key question?

The current challenge is to identify where knowledge is, what its function is and how it can be integrated into the learning process. The key question which has to be raised is the following one: what do we teach? What must be taught and what is worth teaching. In other words, we must reform the concept of teaching, which will lead us to reform our system of thought and from there the teaching and learning process.

What is the real challenge?

Today, change must become a permanent value of our existence. Nothing remains as it is for long. And yet, the old teaching principles remain deeply anchored in current practices. Confronted with the 'obligation' of change, it is necessary to create possibilities of permanent actualization and innovation within the framework of the continuous training of the teachers who will have to become actors of change, guides and innovators.

For that, the participation of all the players in education will have to be interactive and complementary (according to the capacities and competences of each one), while taking care to avoid dispersion, improvisation and/or bad definitions of responsibilities.

Did the school forget its mission?

Yes. In many school routines, fatigue and boredom prevail. In all honesty, it is alarming to see a school function within such a traditionalist framework. When the teacher goes away for a moment, the student immediately feels liberation which results in uproar. This is a clear demonstration of:

- Demotivation.
- Lack of commitment.
- Failure of the educational system because of its lack of relevance.

The school is limited to a place where one acquires knowledge when it should be a place where one lives, enters into relation with others, cooperates, a ground for sincere friendship and meetings between beings.

What is "the indictment"?

One clearly notices the disconnection between human and social realities and the teaching transmitted by the school. There is a lack of teamwork, especially in the educational establishment. For positive change team work is essential. In the teaching sector we can observe that the schools are excessively:

- Theoretical.
- Abstract.
- Disconnected from reality (out of context and without relevance).

What does one have to change among the players in education?

The school of today is trying out a series of changes and transformations with the intention of creating a new ideal school. This preoccupation for improvement is admirable, but the results are not convincing. The important thing is to conduct a radical change in the thinking and attitudes among the:

- Teachers
- Pupils
- Parents and their representatives
- Society in general

It is necessary to replace the school of speeches and talks, the dogmatic school, towards an active, democratic, open and creative school. A school where the children feel welcomed, loved and respected; where they will be listened to, a school that will facilitate their autonomy and overall development, as well as the practice of their own freedom. The teachers who do not accept these changes run the risk of seeing themselves rejected sooner or later.

What is the task of the new school?

The new school will have to include knowledge, but also the permanent development of ethical, civic and moral values, as well as qualities, individual aptitudes and skills. In short, the school will have to offer an integral and holistic education which includes all the potentials, all the personality facets of the child.

We have to take total responsibility for the challenges of today, assume the role that our time imposes on us, beyond any Education reform: that implies breaking all the prejudices, stereotypes, myths and/or negative mental patterns which govern us and paralyse us. The current time requires engagement and passion from us, teachers and professionals in education.

3. What is the youth's opinion?

We wished to include the opinion of the youth and their ideas about education.

Education starts with the adults

María Fernanda, young Argentinean, gives her point of view:

I sincerely believe that it is time that the adults began to emotionally align themselves, for them to begin to touch their own inner truth and become conscious of their needs and fears. Only then will they be able to live a healthy, creative, playful and joyful relationship with their children. The time we live in calls for a personalized education; a different education based on love and the understanding of the new codes, and by applying contents that relate with what waits for the children of the new society. (2004: ce).

The most important thing is to know oneself

Daniel^[3], 22 years old, expresses himself in these terms:

Daniel, what did you expect from your education?

I would have liked to learn more about myself. What is taught to us has nothing to do with ourselves. Nothing! The contents are completely disconnected from us, the students. That would be nice! One day, I would like to be able to give classes like that, at schools, classes related with who we actually are, I think that is what we are lacking at the moment.

If one looks carefully, all the science that we study: biology, mathematics, chemistry, all present a relationship to ourselves, our inner being, it would be exciting and fun to present them in this way.

Everything stays very 'exterior'; most of what is taught is not useful to us. In addition, learning very often boils down to 'learn by heart', it is terrible! One could go much further.

Daniel, what is happening with these children?

Everything is changing. The process is very intense, very strong; one goes from one level of consciousness to another. The children come to show us this change. We are taking a very big step, we must let go of the *established* to reconnect with what is *innate*, the true *nature in us*. This process is very important, especially for adults.

Children, especially those of today, do not live in this established world. They live their essence, their light. But in order to live in harmony with their parents, first of all the adults have to begin to work within, and let go of the old ways.

How can the parents progress?

By working on themselves.

What are your recommendations for the parents?

Parents should be quite conscious that their children do not belong to them. They came thanks to them, but these children are completely free.

Why are these children born today?

They come to take part in the great process of change which humanity is experiencing at the moment. It is a very intense process, very strong; it is the transition from one level of consciousness to another. And for this shift to take place it is necessary to transform many things; fundamental changes, on the physical as well as at the inner level.

How would you have liked your elementary and secondary school to be?

I would have liked to be more in contact with nature, to learn in a natural environment, even a simple garden. I believe that it would have made a great difference to be in contact with the Earth. One feels freer.

The teachers should have paid more attention to what occurred between the children, not only at the level of results, but also on a personal and interpersonal plane; how they felt inside and in relation to others.

For me, college was really important for me to socialize; otherwise, what one learns in 10 years could be learnt in much less time: to subtract, add, multiply and divide, read and write... I believe that one could study all that later in life, at an age when one knows a little more about their preferences and abilities. Education should be more flexible, this would make it possible for the children to study the subjects they are interested in; and the teachers could guide us to discover them, whichever they are. You spend all those years at college and the end result is quite disappointing.

Daniel, there are children and young people who seem to understand things by their own. What about them?

They are awake! Maybe the information is not asleep, that is, it remains active in them. It could come from another life or gifts they naturally develop during their life.

There are also some that channel, so the information is not always theirs, it comes through them. This is information that some people need to know and understand right now. These young ones do not have blockages to feel this light, this information, this experience.

They simply learn for themselves, and I think it is really important to learn for oneself. And life is the same. One has to experience things. That should be the focus at school. Everyone should learn by themselves. It is the most enriching way.

Can you name any of these qualities?

There are many! For example clairvoyance or clairaudience. It is very common for them to be in constant and direct contact with their inner-self or higher masters. These are very important guides, which we all have. But very few of us realize it, or we realize it for a short time, during a short meditation or by experiencing something special; but not all the time, it is not permanent. At some point it will happen. But I think this is a very powerful thing, to look beyond appearances, people, things, nature; to find that knowing which is hidden, which at the moment is invisible for many of us. It is not as if it does not exist; it is just not visible at this level of vibration or from the approach we use.

Do you want to share a special message for pregnant moms?

Yes, for them to prepare themselves to receive light, lots of light which will go through them, through their babies; and to trust themselves, to trust in the Light that will shine through their children.

And for young people?

If they look for themselves, they will find themselves.

And for children and babies?

To believe in their essence, to believe in who they are. To believe in what they have come to do here.

Anything else you think is important for people to know now, at this time?

Yes, it is essential to go inside. It is a time when one really needs to go within. There we can find answers, light, healing, everything, everything. The outside

actually is just a reflection of our inside.

Let us remember, everything is inside of us!

To understand us, with love

Pamela^[4], 17 years old, student from La Paz, Bolivia, a music-therapy enthusiast, shares her experience:

The teachers?

They are sometimes rather harsh. One should learn how to give to a child, to give him love. In class, I like when they make us take part. I do not like when they teach us in a superficial way. I like the teaching at school when it is varied, fun and based on games.

Infantile and teenage depression?

When I was 13 or 14 years old, I was in conflict with myself. I had many personal problems during this transformation period; I thought that it was necessary to make a big effort and suffer for things to change. But this is not true. I did not speak with anybody about these things. I was afraid that they would regard me as strange. Now I understand that one must do what one really wants, what our heart dictates to us. It is for our own good, for our own happiness. I did not understand myself and others did not understand me either. I thought of suicide, yes, because there were moments when I really felt bad. I lived in an ocean of suffering that I created myself. When others stared at me, I use to imagine that they thought I was bad, insane or something like that. It was dreadful. I know that there are parents who take their children to a psychologist, and even sometimes to a psychiatrist. It is not the right solution. There are even parents who beat their children because they do not understand them. There are children who suffer more than me. It is important to inform the parents and teachers about all this, so that they know what is happening. Because many of them have no idea about it and they do not understand the children.

4. The personal project: without neglecting Knowledge, focusing on Being

“Without neglecting Knowledge, we focus on Being,” says Fernando Mirza, founder of the IDEJO school in Uruguay. For the children and teenagers of today, there are fundamental questions: “Who am I?”, “What did I come to do on Earth? “Where do I come from? ”, “How can I find balance, bring my energies into alignment?”, “What are my particular skills? For myself? For others?”, “What is happening on Earth?”, “with the people?”, “in myself?” These are priority questions for the children of today.

Once children connect with themselves, everything falls into place: their relations with others, their so-called career, their personal balance, their family relations, their inner joy and peace. Afterwards they can do anything they want, because they are brilliant and talented. But first of all one must take care of the Being. One observes a strong increase in the number of depressions and suicides among the youth, precisely because their Being is not attended. Prevention is better than cure: in the field of education as well as health.

Once children connect with themselves, everything falls into place: their relations with others, their so-called career, their personal balance, their family relations, their inner joy and peace.

María del Carmen La Valle, graduate in Educational psychology, Buenos Aires, confirms that:

It is essential to allow the child, within the framework of their schooling, to recognize what their particular gifts are, so that they learn how to develop them and to be able to put them into service to create a new society; to recognize their own capacities, their personal qualities, their aspirations and to appreciate them, develop them and use them. In this way, the child sets up the basis of his vocation or his life plan. (Valle, 2006: it)

Juan Ángel Moliterni, Argentinian spiritual therapist, confirms this idea:

It is increasingly frequent to meet people, often very young children who go through a *crisis* period, who feel *anxious* or *depressed*. Although these terms have a great significance in psychiatry, one uses them sometimes very lightly. Nevertheless, they identify a real state of great dissatisfaction, and the causes are generally badly identified.

It may well be that the most important and most effective thing for these people who “cannot find an escape” consists in reorganizing their personal project. “A time will come when you will think that everything is finished. It is there that everything starts”: Epicure of Samos.

This feeling of dissatisfaction present in more and more people, children, teenagers and adults, comes from the absence or the frustration of their personal project. Each individual has the possibility of directing their life according to objectives and dreams which nurture their emotional, professional and cultural needs.

“To take life forward” is the action by which the present merges with the future, the anguishes of today transform into tomorrow’s hopes... hopes of a much better future. To forge ahead in the great spiral of evolution, we must educate our inner being: our consciousness. (Moliterni, 2006: ae)

Once again, teachers and parents must help the children with their personal search. But that does not mean that they must give them all the answers. They must simply listen to them, consult with specialists, attend conferences, debates, find videos or films on the subject, interesting books, or simply open a space so that the children and the youth can meet, talk among themselves, help each other and speak about the subjects which really interest them.

A mother from Ecuador explains:

In 2003 we had groups of children and young people, from 7 to 17 years old. We arranged them in a circle and they talked and discussed for hours, reaching enriching conclusions which they shared with each other. We use to call it the circle of knowledge. I remember one day, they spoke about God and the infinite, when a little 9 year old girl asked a 17 year old boy:

-What’s behind the sky?

-There’s more life -the older one said.

-But what’s behind, behind?

- God is everywhere.

-... And how do you know that?

- Because that is how it is.

-How do you know?

- It’s just that way.

-...But how do you know? the little girl insisted.

- Look- the older boy answered- Why don’t you just simply close your eyes...?ask ...And then you will know.

The children can also give advice to each other. Yhajaira Paz-Castillo is a psycho-pedagogue in an establishment in Venezuela. She reports:
I had a small 9 year old assistant named Pedro. One day when we had some difficulties with a little 4 year old girl who did not want to remain on Earth and often repeated that it was frankly not worth the pain of living under these conditions, Pedro was informed and he immediately exclaimed:
Yhajaira, quickly tell the little girl that she cannot leave the Earth as long as she has not graduated! ^[5](Paz-Castillo, 2002: CP.)

5. Parents, this is important, I must tell you... that I love you.

Sissy, 23 years old writes^[6]:

I do not intend to write a manual for the children of today, I simply would like to take the opportunity to suggest, from the bottom of my heart, some broad outlines which could be useful as regards to education. There is no magic recipe which would tell us how to handle this new experiment. I would just like to underline here the broad outlines, the parameters which helped my generation and the preceding one, and which could be well used for the ones to come. It is our duty to continue to evolve with the children who come, in order to accompany and nourish their development. This is our mission: to create an adequate space so that they can come into the world. All the human beings are in this process of conscious or unconscious evolution, we all feel the change, in one way or another. We, the children of the third millennium, express certain qualities of the human being which have remained dormant before our generation, but it should be stressed that all human beings have them; they just have not developed them yet. We must help the children and the youth not to block these qualities; let's help ourselves and these wonderful children who are coming into the world today. People usually fear what they do not know, they tend to define it negatively and relate their gifts with incorrect qualities. To feel safe about what they cannot explain logically. This is the moment to change this mistaken conception, let us help these beautiful creatures that are now coming to this planet; it would be a huge mistake to cause pain, once again, by not understanding the magnitude of their Being.

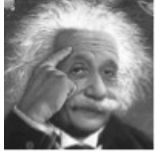
Here are some of the characteristics of today's children which must be developed, supported and understood:

1. We are very conscious of our divine essence, we are part and parcel of the Divine Power that created us, therefore we can easily feel divinity in everything. We find it extremely painful to see how plants and animals are unnecessarily killed. For us who have not forgotten this habit, eating meat, eggs... is unprecedented.
2. We are not challenging or stressful as we have been described as, on the contrary, we are so in touch with our essence that it is difficult to accept and understand how some people have forgotten what true love is, love that gives without expecting anything in return, love to all humans, love to the earth, to life. This lack of attention on the here and now is what causes immense sadness. We want to change these parameters for you, for this reason we act defiant, to realize that the best time to transcend is always the present moment.
3. All human beings, no matter what stage of our life we are at, whether we are man or woman, youth, adults or seniors, we need love. When we feel loved we find support for our existence, it is not necessary for our parents to be scholars in metaphysics, alchemy, alternative therapies, and so on. We just need to feel understanding to continue our path and freely express the true dimension of our Being.
4. It is imperative to help us keep in contact with our Mother Earth, *Gaia, Pasha, Bhumi Devi, Tonanzintalli*, no matter how we call her. This connection charges us with energy, helps us to continue our work. When this aspect is omitted, we forget our direction and our energy starts to fluctuate due to our lack of *grounding*. There are many exercises that can help us with this issue, because it deeply affected the previous and my generation. Many of us have lived through it and that is why we are able to point out that it is not only important to remember where we came from and where we will return to, but to also constantly remind ourselves that we are embodied in this life with a purpose.
5. Today many children are extremely sensitive, because they have difficulty assimilating dense vibrations. Everything is energy, all things have a lower or higher vibration, this is why they can be physically affected when in the presence of low vibrations of certain types of food (meat, eggs, preservatives, additives, colouring agents, transgenic food, etc). We advise the use of Flower Therapy and Reiki to help us to harmonize and reinforce our physical and subtle bodies.
6. Low vibrations are not just limited to food; there are also people with very dense energy. It tires us, hurts us, to have to interact with these people. So when you feel that a child begins to lack oxygen, experiences excessive tiredness from one moment to another under certain circumstances (for example, in the presence of a certain person), yawn a lot, and not because they are feeling hungry or tired, or feel fatigue up to the point of crying, please take the boy or girl away from there. What they are experiencing is a decrease in their energy, although there is nothing to feel afraid of. A very concise explanation of what happens is that they are not vibrating at the same level as that person. That affects their subtle bodies, and therefore it manifests externally. This does not only happen to children, but to all of us; give yourself a moment to analyse what is happening the next time you experience unexplained tiredness when sharing the same room with certain people.
7. When smaller children experience these situations, they often end up vomiting, having diarrhoea, and even falling sick. In these cases we must help and give them an auric shield to not let these low and dense vibrating energies hurt them. To hug them, so we can share our own aura as a shield is also beneficial, in this way they feel supported and also protected. It also helps to put our hand at their navel level to provide them with security and harmony.
8. Today most of the children tend to want 'to heal', because they suffer from the pain of other living beings. It is important to accompany them in this direction, because: yes! They are here to help, but we must teach them how to take care of themselves first, so that they can help others. It is important to help them in this matter, especially because the desire to help others wears out their physical body, causing excessive tiredness, drowsiness, lethargy, etc.
9. Sometimes we have difficulty understanding why we must act one way or another according to the society. The previous Era was intensely mental, and this helped the evolutionary process greatly. But this is the time for change, because we are entering into the Aquarian Age which is characterized for having a more subtle and faster vibration. Actually, now we do not think before acting, we 'feel'! We are merely authentic.
10. Any progress we achieved in our evolution is not only for us but also for mankind in general, therefore let's dedicate a few minutes a day to connect with our Self; meditate, pray, whatever you want to call it. This will help us to understand more accurately the changes that this planet is going through. Let us remember that change is always positive and it only depends on the power of our attitude to be an ally with these beautiful babies, children and youth of the new millennium.
11. Each human being must acquire knowledge by following their own personal path of self-development; it is therefore fundamental to let the children find their own form of expression. Some will be 'healers' or leaders; others will be fair and reasonable judges and lawyers, holistic doctors, architects, engineers who will work in harmony with the environment and ecosystems; our role is to encourage them – whatever their path is; the final goal being the same for everybody: to return to the source of wisdom and self-realization.
12. I particular like the following sentence from Antoine de Saint Exupéry: "Here is my secret, it is quite simple: one only sees well with the heart; what is

essential is invisible to the eye.” This sentence is perfect for what happens today. As I said at the beginning, there is nothing pre-established to what will work with each individual of this new millennium; there are simple parameters which will help us in this process of evolution. Really, we can only trust our heart, because it senses all that is invisible to our physical eyes. We must evolve and develop our emotional brain. It is necessary to open and expand this heart energy centre. It is one of our main tasks; to leave aside analysis and logic and to start to feel, to get in tune with the new generation of children, to be centred on unconditional and brotherly love. (Tejada, 2006: ae)

“Here is my secret; it is quite simple: One sees well only with the heart; what is essential is invisible to the eye.”

6. Quantum child, quantum education



My God!

Quantum children!

Certain authors use the expression *quantum children*^[7]. It is indeed a very interesting concept. What do they mean by this? What would the implications for humanity be in general? What are the most surprising characteristics of these *quantum children*?

In his article, *The spiritual quantum physics*, Juan Orsini^[8] says that: “The study of quantum physics alters our whole understanding of the basic operations of our known universe.” In the same way, the coming of these children “modifies our whole comprehension of the potential of the human being and the progress of humanity, from an anthropological, sociological, psycho-emotional and spiritual point of view.”

One relates to these children the quantum concept for the following reasons:

- They see and perceive matter and waves simultaneously, this is they can see and perceive the energetic core of things beyond the strictly material one.
- They live and experience the relativity of time and space.
- They have multi-lateral and multi-dimensional characteristics.
- They are accompanying humanity towards a quantum leap of consciousness.

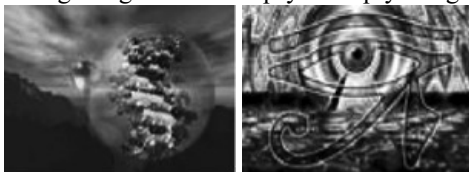
Waves/particles, spirit/matter

One of the most revolutionary principles of quantum physics on the nature of matter is its description of the duality wave/particle. Matter, on a sub-atomic level, can be perceived as a solid particle as well as a wave or frequency.

The children who are born today seem to see beyond matter, this is, they perceive waves or vibrations in a more vivid way and in a much broader range than adults can. Therefore a completely materialistic education cannot satisfy them; they need more. In fact, matter is very relative. In *Spiritual quantum physics* Juan Orsini writes^[9]:

The sub-atomic particles are the elements which form the material reality. These elements themselves are composed by 99% of vacuum and only 1% of something which is not even solid, but which, however, presents measurable properties. This makes the vision of reality change radically. One cannot affirm anymore that the reality we perceive on the physical level is true or real, since it is made of elements which in themselves do not contain anything. (Orsini, 2002: ae)

This is also one of the messages of the children of today. It is obvious that they are very gifted from a very young age regarding leading technologies, as well as mastering with great ease metaphysics or psychological subjects.



The souls' DNA in Quantum Medicine

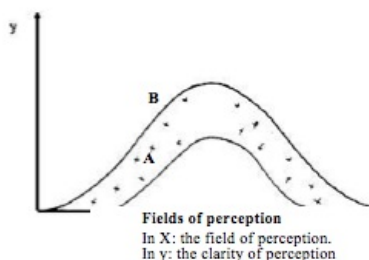
www.esquinamagica.com/articulos.php?id1=4, www.afluenciaquantica.com

These children perceive more, and more clearly.

They have a wider physical, emotional and psychic perception. The following graph:

A. Indicates the present adult field of perception

B. Indicates the present child's field of perception. The younger the child is the vaster his field of perception.



What are the implications of this change of perception?

- First of all: the children and teenagers of zone B have a greater perception and must learn how to be patient with the adults of zone A who cannot understand

their vision of things yet.

- Then: the adults of zone A should learn to expand their level of consciousness to be able to understand and interact with a child of zone B.

To sum up: these are children who outline exciting new features that are emerging within the new humanity, which can move through several dimensions or levels of consciousness. They have innate psychic abilities and healing, especially at an early age. Their way of learning and acting is not linear, but holistic. They bring a higher vibration and consciousness with other rhythms, goals and means.

The new paradigms introduced by these children

The children of today teach us to live in harmony with the new paradigms of the quantum universe (which is also called meta-universe), these are the paradigms of the new emerging society.

New paradigms	Old paradigms
Matter appears by means of energy and intention.	Matter takes precedence over energy.
Time and space are relative. Time runs in several directions and we can have parallel space/time.	Time is linear and runs in only one direction, space is fixed.
There are several dimensions and the human being can pass from one to the other.	Space is three-dimensional and perceptible only by the usual five senses.
Facts are questionable and unforeseeable.	Everything is matter and matter is immutable.
Waves and particles alternate. They manifest the same thing.	Waves and the particles are clearly different.
One can only measure probabilities.	Exactitude of Newtonian mechanics.
Causes and effects are fluid, they cannot be distinguished from each other	Causes and effects are linear and static.
Birth and death follow one another in a holistic way.	The body is born, develops and dies in a linear way.
Information is immersed in energy.	Energy and information are distinct.
Energy is in everything.	Energy is an instrument at the service of matter.

Comparative table between the new and old paradigms

Extract from Juan Orsini's^[10]
Spiritual quantum physics

It is understood that the new paradigm changes are enormous and sometimes this may be uncomfortable for adults, especially for parents and teachers, challenging what we have learned in the past and our way of living and thinking today.

Co-creator Children

The great teaching of today's children is the concept of *co-creation*. On the quantum level, Juan Orsini^[11] explains:

Within the framework of an experiment carried out by scientists with an activator of atomic particles, one could verify that the electrons orbiting around the core of an atom express and organize their particular characteristics only when human consciousness focuses on them and visualizes them from its 3D vehicle (or physical body). In its attempt to understand the laws governing the world of subatomic particles, quantum physics showed that man, when he observes matter from his own consciousness, alters the subatomic world. That brought forth many scientific, moral and spiritual conclusions. In other words, quantum physics showed that we are *co-creators*. (Orsini, 2000: ae)

That means that positive assertions (it is important to teach this to children from a very young age), meditation, creative visualization, the major part of the bio-intelligent tools (see chap.7) are fundamental for the human being, for his education as well as for his own personal development. A good number of today's small children handle these tools naturally, which will enable them – if we do not block this capacity – to be the conscious and lucid co-creators of the future.

“Quantum leap”

The children of today learn by leaps; this is, their learning process resembles that of electrons getting ready for a quantum leap:

- Initially there is excitement, in the form of an intellectual stimulation and/or an impulse of the emotional brain; for example when they are playing, going through a challenge of any kind, a strong emotion, a ceremony or an initiation.
- A kind of chaos, agitation and apparent disorder follows.
- Then comes a kind of leap, of a quantum type; this is non-gradual, but instantaneous, similar to the phenomenon of insight (or instantaneous comprehension) to which psychologists refer to.
- Then a new order, a new knowledge is established; new information is assimilated, a new level of consciousness is reached. It is important to fully comprehend this process to understand the children of today. Because this, indeed, explains:
 - Their non-linear way of learning.
 - Their need for chaos.
 - Their speed to retain information.
 - Their need for constant movement.
 - Their demand for alternatives and creative stimulations, of emotional-intellectual or ludic-holistic nature.

Quantum Education

A quantum education based on new axioms. Among others:

- There is an instant cell information, made out of photonic light. This means that information is embedded within energy.
- Young children can innately access data in flashes, using and training their right hemisphere from an early age.
- Most of today's children, especially those born after the year 2003 (although there are isolated cases before this date), have innate psychic gifts that must be taken into account in education.
- Today's children open unexpected paths to multidimensionality.

The work of the Argentine investigator Luis Angel Diaz, founder of the CMR, Cellular Memory Release, reveals that:

Each point within the memory of the cell contains the complete information of the holistic everything. This information is infinitely accessible to every cell in

the body. If we reduce a cell to its atomic level, we would see that it is formed by subtle elements which we call info-energy. This info-energy includes physical, mental, emotional and spiritual information which comes from all sorts of experiences of life, genetic heritage and past generations. Nothing of what we experience escapes from being printed and recorded in the holographic cell. What we commonly call cell memory is the collective energy field generated by these individual cellular memories. (Díaz, 2001: e) [12]

Direct access to the information

Barbara Ann Brennan, U.S. researchers said twenty years ago:

Direct access to information has many implications for the future. It seems that we as a species are learning how to access information directly, which will affect our entire education system and, of course, the society in which we live in. (Brennan, 1987: 147)

This direct access to information corresponds with the tenth intelligence: intuitive and energy intelligence, which we will talk more about in Chapter 5: Multiple intelligences. This opens the prospect of an education which we might call multidimensional and that can be achieved with bio-intelligent, bio-morphic and bio-reconnected tools, along with much love and openness (to facilitate and to love are the new roles of the teachers).

The educational systems which are the closest to this perspective are: Shichida method, implemented in Japan for the last twenty years, the ASIRI method [13] in Peru and the Ñaupari [14] in Ecuador. Surely there are many other schools already working with this data, vision and love. It is time for it to get known and shared. The Ministries of Education in each country little by little will open up to these bio-intelligent and bio-morphic techniques which will be very useful in this change of Era and which the children love so much. We have directly tested them in many workshops and many accounts of experiences in experimental schools in various countries.

To facilitate and love are the new roles of the teachers.

Quantum or not Quantum?

It does not really matter what label we put: quantum children, hologram children, unbearable children, *antenna* children, psychic children, hyperactive and challenging children...!

Quantum education, alternative education, new millennium education, Pedagogy 3000! It does not matter!

The idea is to draw attention to the children of today, to what they bring and the shift humanity will take with them, and to flood their homes and classrooms with love and affection (even if we do not fully understand them).

This is what us adults must take into consideration:

- First, it is our duty and responsibility to quickly and radically transform the education system with this new information we are discovering.
- Second, it implies a change for us too. In the depths of our being we must learn to reconnect with our heart, our divine essence and awaken the sleeping gifts in our own DNA.

The children and youth of today and tomorrow are the response of love and awareness that the Earth needs. Many of them innately bring the new codes of the new humanity and the gifts of awakening. They will build the new society. For this, we must light our hearts to allow the light to automatically follow.

Ray Sorigué, Catalan researcher, described the children of the Third Millennium with great vision and sensitivity as follows: Being a child now comes with a great responsibility, we are the last travellers of time. We have incorporated the wisdom of the ages. We carry the synthesis of this planet Earth. We have a human part and a divine part. Our desire is to merge both parts and to live in harmony with the Universe. For this we need your help, your vision as adults. Let's hold hands and together make a world of Light, Peace and Love (Sorigué, 1998: back cover)

1. A school from an extremely humble neighborhood ↵
2. centrorusokapi@hotmail.com ↵
3. Daniel Pacheco, an Interior Designer student and gem therapist, La Paz, Bolivia, 2005: pc.Interviews1 and October 22, 2005. Email: danielpacheco7@hotmail.com ↵
4. Pamela, La Paz, Bolivia, 2005: cp ↵
5. Of course Pedro was not talking about graduating at school, but graduating in Life. ↵
6. sissy_tejada@yahoo.com, La Paz, Bolivia ↵
7. This article has been graciously reviewed by Dr. Inna Nogués, doctor and quantum biologist, author of the book *De lo Físico a lo Sutil* (From the physical to the subtle) and Director of the Merry Life Center. (Barcelona, Spain). ↵
8. <http://www.astrolabio.net/esoterico/articulos/104778692270137.html>, p:1 ↵
9. <http://www.astrolabio.net/esoterico/articulos/104778692270137.html> ↵
10. <http://www.astrolabio.net/esoterico/articulos/104778692270137.html>, p:4 ↵
11. <http://manantialcaduceo.com.ar/libros.htm> ↵
12. <http://manantialcaduceo.com.ar/libros.htm> ↵
13. indigouniversal@gmail.com, Ivette Carrion. ↵
14. mariapaulina@naupari.com, Maria Paulina Gonzalez. ↵

PART II

SCIENTIFIC REFERENCES FOR A RADICAL CHANGE IN EDUCATION

CHAPTER 5

The various intelligences of the children of today

The only thing that interferes with my learning is my education
Albert Einstein

Given the educational reality that we are experiencing day by day in our classes and homes, we are moved, when it comes to a true multi-disciplinary approach, to research into Educational sciences and other sources. We have to open ourselves to new horizons and new possibilities. Even if these children share some characteristics, each of them is unique, and the adults who are directly in contact with them (parents, teachers) are led to change their way of being, of acting and living. Besides, these children are challenging the whole society to reform the educational system within families, in the classrooms and in many other spaces. In this second part we are going to focus on the new ways of learning and what it feels like to be a child nowadays with their particular hypersensitivity and their developed emotional intelligence, as well as multiple intelligences, use of the right side of the brain, brainwaves and cellular memory.

1. Hypersensitivity on all levels

In order to understand the orientation of this new education for children, it is important to understand what their sensitivity consists of. By hypersensitivity or ultra-sensitivity, we mean *extreme sensitivity* or *the capacity of acute perception* that the children are appearing with nowadays. We managed to observe six different types of extra-normal sensitivities: physical, emotional, social, ethical, psychological and spiritual.

Physical hypersensitivity

Their five senses are more active than before. Psychologists call it *hyperesthesia* or over-active senses, that is to say a sensitivity above the normal limit or a sharper perception capacity. That phenomenon is noticeable in children's five senses:

- Sight: they have a wider visual field. Some children can also perceive the energetic field of plants and animals. They are hyper-sensitive to fluorescent light which may cause reading and writing problems.
- Sound: this sense is also very developed in them. Children cannot bear screaming, yelling or the noise made by household appliances like a vacuum cleaner. As Sandra Aisenberg explains: "some children feel dizzy because of the noise in their school, to such an extent that during playground break they will not dare to join in; they feel too disturbed by the noise made by their friends." (Ainsberg,2004)
- Smell and Taste: Many have highly developed preferences when it comes to food, taste and smells. They dislike the smell of tobacco.
- Touch: here we observe the highest sensitivity. Children cannot stand synthetic fabrics or a prickly label. They occasionally develop atypical skin allergies. Others cannot stand detergents like soap or chemical perfumes.

As we have seen, in general, their metabolism is remarkable, for example, they are able to metabolize more with less food, because they feed themselves with another energy called Prana (in Sanskrit it means cosmic energy) and affection. As suggested by Dr. Sri K. Parvathi Kumar:

In fact, the trend today is to not eat as much as our ancestors. Our bodies are also evolving and therefore do not require nor assimilate as much food as those of our ancestors [...]. We can find life force in many other ways. It exists in solid foods, in water, in the oxygen in the air and in the Solar Rays [...]. If one knows how to breathe in the life force in the air then one does not need to eat much. (Kumar, 2002:108)

Children nurture themselves more with hugs than with bread.

Emotional hyper-sensitivity

Such hyper-sensitivity reveals itself in their well-developed capacity to perceive other people's feelings; they are naturally empathetic. Today's children reject all kinds of manipulation, violence or control. Those labelled as rebels are, in fact, very honest with themselves and others. They cannot *passively* accept an action which feels wrong or useless to them. It is one of the faculties of Emotional Intelligence.

Emotional Intelligence develops *radars to perceive*, this is a faculty we find highly developed in the children and youth of today.

Social and ecological hyper-sensitivity

In general the children of today are very conscious about the social, political and environmental problems. Sometimes in their opinion or way of understanding life, they directly influence their parents; some of them are real leaders from an early age.

Ethical hyper-sensitivity

They are very sensitive to cheating, lying and manipulation. They detect them straight away. They have a great sense of solidarity, honour, values, ethics and integrity as well as a good notion of *service*.

Psychic hyper-sensitivity

We can observe capacities or talents for healing, for working on energies from a distance, clairvoyance, hand reading, premonition and pre-knowing, among others. Others may perceive Beings from other dimensions. Check chapter eleven about this passionate subject.

Spiritual hyper-sensitivity

From an early age, they are naturally capable of connecting with their inner self and can easily access different spiritual levels if we do not limit their perception. They are very attracted from a young age to spiritual and esoteric subjects. "What strikes me is that my daughter perceives everything, she is very sensitive," says Giovanna Chávez^[1], a Bolivian mother (La Paz, 2005).

Lucia's mother tells us about her two and a half year old daughter:

My daughter is very sweet, very attentive towards people and intelligent. Sometimes, we wonder where she gets what she says! If we raise our voice, she stops us and says "Don't argue" or "Come on, let's play something else" and she drags us into a different game. It's as if she was our mother. (Anonymous,"2005: cp)

José Enrique's father, José Archondo, from the same nursery says the following about his three-year old son:

He is very cheerful and active. If perceives that I am sad, he takes me to play football because he knows I love that. He is very close to me; for example in the evenings he waits for me at the door. If I am late, he sits next to the telephone and waits for my call. When I travel, he feels anxious; he knows when something has happened to me, and sometimes this can make him feel depressed. (Archondo, 2005: cp)

2. Secrets about Emotional Intelligence

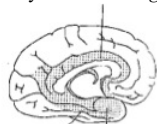
The expression "Emotional Intelligence" was used for the first time in 1990 by Meter Salovey, a psychologist from Harvard University and John Mayer from the University of New Hampshire. It was used to describe the *emotional qualities which success seems to relate with*. Among these qualities we find: empathy, the expression and understanding of feelings, control over our moods and character, independence, capacity to adapt, sympathy, capacity to solve problems with other people, loyalty, friendliness and respect.

In Brazil, the pioneer on Emotional Intelligence in 1985 was Luiz José Machado de Andrade^[2], PhD, famous for books like *O Cérebro do Cérebro (the Brain of the Brain)- As Bases da Inteligência Emocional e da Aprendizagem Acelerativa (The principles of Emotional Intelligence and Accelerated Learning)* and *Descubra e usa a sua Inteligência Emocional (Discover and use your Emotional Intelligence)*.

The bestseller *Emotional Intelligence*, published by Daniel Goleman in 1995 allowed a large international audience to be familiar with this concept. In 1997, Laurence Shapiro also published a book about children and their Emotional Intelligence. That same year, Jeanne Segal, who took part in the works of Abraham Maslow (a North American psychologist specialised in transpersonal psychology) and Rollo May (psychologist and existentialist psychotherapist), released a book on how to use Emotional Intelligence at schools and at home. The notion of Emotional Intelligence was adopted, amplified and developed by many authors like Elias, Tobias, Friedlander, Glennon, Torrabadella, Vallés, Janis Roze (who relates it to spiritual intuition) and Donatella Pergamino, among others.

Today, children and teenagers are displaying an extremely sharp and well developed Emotional Intelligence. It is essential to understand the mechanisms of this intelligence because children's behaviours and ways of learning depend on it.

The emotional brain^[3] is located in the centre of the human brain: it is made up of neuronal tissues of limbic structure which are totally different from the cortex, also called the *grey matter*. According to David Servan-Schreiber, a French psychiatrist, who explains why the emotional brain and the cortex are hardly *communicating*. The emotional brain works differently from the rest of the brain, both with learning or health processes. Dr Servan-Schreiber explains:



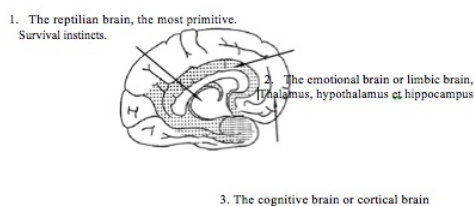
Medulla oblongate

At the heart of the human brain is the Emotional or limbic brain. These so-called *limbic* structures are the same for all mammals. They are made up of neuronal tissue which is different from the cortical brain. The latter is responsible for language and thoughts. As for the limbic structures, they are in charge of emotions and survival reactions. At the core of the brain is the medulla, a nucleus of neurons where all the fear reactions originate from. (Servan-Schreiber, 2003)

The human brain^[4] is divided into several different areas, each one appearing at a different stage of human evolution. When a new area of the brain began to develop due to evolution, normally nature did not get rid of the older sections; instead it kept them and included the recent section at the top. The primitive areas still functioning and work according to a set of stereotypical and instinctive programs.

The current human brain can be divided into three brains:

1. *The reptilian brain* is the most primitive: it regulates and coordinates our biological functions and our primary survival instincts.
2. *The limbic brain* or emotional brain: it is located just under the cortex and above the reptilian brain. It consists of important centres like the thalamus, the hypothalamus, the hippocampus and the cerebral cortex. This is where our emotions are coming from sadness, anxiety, intense happiness...
3. *The cognitive brain* or cortical brain: the first higher mammals appeared about a hundred million years ago when their brain evolution made a quantum leap. Nature covered the medulla and the limbic brain with a new brain: the cognitive brain that thinks and analyses, also called the *Homo sapiens* brain capable of abstract thinking beyond the immediate moment or the present, of understanding the general relations between things and of developing a conscious self and a complex life understanding.



Drawing of the three brains^[5]

Statement from José de Zor G.M.'s report^[6]: *Brain waves or the space-time door*:

The encephalon, or to be more precise, the human nervous system, is the most perfect, complex and wonderful tissue or *machine* in the history of the evolution on Earth. In a certain way, Universe, Nature and Creation are self-conscious through the human brain and the thoughts it generates. The combination of different brains in one system would create a supra-consciousness or an upper network system of knowledge. People who could have an individual and a collective consciousness at their disposal would be the forerunners of significant social changes. (Zor, 2000: ae)

Emotional Intelligence and the children of today

What we are interested in, at a psycho-pedagogical level, are the latest discoveries made on the emotional brain or Emotional Intelligence. We will sum up below some interesting discoveries made by Dr Daniel Goleman, Paul Ekman, Seymour Epstein and David Servan-Schreiber^[7] and will try to relate them to the behaviour and ways of learning of today's children. Emotional Intelligence reveals five important characteristics that allow us to understand the "*suis generis*" way of learning that children often use.

1. Emotional Intelligence is incredibly quick, quicker than the rational mind.
2. Emotional Intelligence needs to be put into practice and activated immediately in order to '*think of what we are doing*' (this faculty was and remains essential to the survival of the human species). Every single emotion is a driving force of action, an innate quality among the children and teenagers of today. That is why they look for action and changes.
3. Emotional Intelligence gives a powerful feeling of certainty and builds reliability and tenacity (qualities found among leaders and the children of today)
4. The emotional brain absorbs immediately and in bulk.
5. It presents a big advantage: it can interpret instantly an emotional reality (he is mad at me, he is lying, he is sad, etc.) and set up the appropriate intuitive answer to it: confidence, solace, dismissal. The emotional brain works like a radar whose function is to sharply detect the emotional reality.

Emotional Intelligence works like radar, Incredibly fast, It needs to be put into practice immediately.

This piece of information is confirmed by the evidence of the following teacher. Silvia Languidey, a nursery school teacher, says: 'These children can perceive me in an instant: if I am relaxed, sad, cross, if I have a headache or if I feel worried, they will tell me straight away: "Miss, are you sad?"' Not only can they feel my moods perfectly, but they also talk about them immediately and find a practical solution to it. They embrace me, tell me everything is going to be all right or they try to distract me with a different activity. It is a very mature behaviour given their young age (between two and four years old). It means that I have to make an effort to be well and to leave all my worries behind when I am at school. I must feel in peace, for them! (Languidey, 2005: pc)^[8]

Ana María Rodríguez, the headmistress of the same school, confirms that:

I have been working with young children for the past 17 years and it is definitely at the emotional and spiritual level that I have noticed the most significant changes. It has totally changed! (Rodríguez, 2005: pc)

How does Emotional Intelligence work in terms of learning?

The *modus operandis* of Emotional Intelligence is very interesting in terms of learning. We will see below, nine of its running principles that are particularly appealing. These are directly linked with the psychological education of today's children and they should be systematically developed in our educational systems.

Principle n°1: *Principle of Association*. The logic of Emotional Intelligence is *associative* by nature, that is to say that it uses the symbol of a reality to trigger the associative memory. In other words, children are not making *deductions* but *contractions*. Eduardo Pareja, a Bolivian expert, explains:

We do not teach in a linear way anymore, we give them elements and feelings that they associate by themselves. By doing so, education could be easier and more entertaining! For example, I won't teach them about Water, rather, I would take them swimming in a lake. I would teach them in the middle of the night, when it's cold, when it's hot, in the mountain, in the river, sitting around a fire, so that they can feel the cycles, the elements, the different dimensions.

I would show them archaeological sites, caves, we would go kayaking down a river; we would make our own moon calendar, sun calendar, constellation calendar; we would experience the word 'social' and 'ecology'; we would do community work. (Pareja, 2005: cp)

Principle n°2: *Principle of collaboration*. For Emotional Intelligence *imperative does not exist*. Nobody gives orders. You can ask for people's cooperation, from heart to heart, show the task to complete without giving any order. It is a different language.

Principle n°3: *The trigger Principle*. A look, a sound, a smell, a taste, a touch, a feeling or some information is enough to trigger a memory or the understanding of something. Often, children are simply "*remembering*". It would be a lot more easy and interesting if the new education based itself on this principle. Also, this theory is guided on the idea of cellular memory and morph fields which we will explain in more detail further on.

Principle n° 4: *Principle of the language of Arts and Spirituality*. On that topic, Dr. Daniel Goleman says:

Comparisons, metaphors, images are speaking directly to the emotional brain – like Art: novels, films, poetry, songs, theatre, and opera. The greatest spiritual leaders like Buddha or Jesus touched their disciples' heart through the language of emotions, with metaphors, tales and stories. That is why, from a rational point of view, religious symbolism and liturgy make no sense; they were expressing themselves with the language of the heart. That is the logic of religion, poetry, dreams, psychosis, myths and children, says Freud. (Goleman, 1995:338)

Principle n°5: *Principle of freedom*. According to this logic, there is no restriction. "No" does not exist. According to the logic of Emotional Intelligence, everything is possible. One can come and go with fluidity from different levels, for example, in a narrative way or from a mathematical formula. One element represents another one. The messages are multi-dimensional; there is no time or relation of cause and effect. It is today the most adapted language for children's infinite perceptions.

Principle n°6: *Principle of perception*. According to the logic of our emotional brain, things are not what they are, but how we perceive them and what they represent to us. According to that logic, what we remember may be more important than what things are!

Principle n°7: *Principle of the hologram*. While the cortex establishes logical connexions of cause and effect, the emotional life presents a holographic logic, where one part represents the whole thing. The whole thing is in everything.

Principle n°8: *Principle of personalized reflection*. In a rational way of thinking, we are observers. From our Emotional Intelligence, we are actors and co-creators. It is one of the greatest powers of the children today. This principle takes us directly to the 13th intelligence, the co-creative intelligence that we will explain later.

In a rational way of thinking, we are observers. From our Emotional Intelligence, we are actors and co-creators.

Principle n°9: *Principle of healing*. Dr. Servan-Schreiber explains that:

Emotional Intelligence heals and is also self-healing. It frees traumas from the past that the cortex keeps locked. Emotional memory is the central location for traumas. It is also the most appropriate healing mechanism because the emotional brain reacts to the present as if it was the past, and therefore the trauma can be freed from where it used to be psychosomatic. (Servan-Schreiber, 2003)

Once the emotional and somatic elements are released, the emotional brain reorganizes the emotional memory according to a new pattern, which is sane and functional. Some therapies call this process 'the *reset process*' (to reset the meter to zero). The link is very strong between Emotional Intelligence and the body itself. It is important to mention the most efficient therapies are *not channelled* by the cortex or mental processes (except psychoanalysis for which it is partial), but by a series of extremely important elements that we need to understand if we want to develop global educational and childcare methods adapted to our children's needs.

For most alternative therapies based on the healing and self-healing principle of the emotional brain, for example EMDR^[9] (*Eye Movement Desensitization and Reprocessing*), the deprogramming and reprogramming process occurs through Fast Eye Movements.

Juggling is an example of natural EMDR, where the eyes are constantly in movement. This kind of activities can be integrated to other playful therapeutic activities in order to help children who work in the *street*^[10] or suffer from social adaptation disorders.

Daniel Goleman admits:

The so called *Homo sapiens* or "species that thinks" seems rather deceptive when we take into consideration the latest scientific discoveries that prove the importance of emotions in our life. Feelings are as important as thoughts, sometimes even more. (Goleman, 2002)

At the beginning of this third millennium, Goleman and his team, like Lawrence Shapiro, a specialist in children's emotional intelligence, agreed on the fact that the Emotional Quotient (EQ) prevails over the Intellectual Quotient (IQ) and rational thinking when it comes to personal success and quality of life. A high EQ provides inner fulfillment and harmony in our life.

The Emotional Quotient (EQ) prevails over the Intellectual Quotient (IQ), when it comes to personal success and quality of life

Which activities strengthen the Emotional Intelligence of children?

Here are some exercises and activities that will lead them to:

- Identify their feelings, recognize and understand their emotions.
- Learn how to channel and deal with their emotions in order to develop a state of *fluidity*; mental and emotional peacefulness.
- Recognize and appreciate other people's feelings; to be highly empathetic.
- Develop their capacity to deal with human relationships; that is, being able to practise team activities and handle possible conflicts. Later, it will be useful when they decide to begin a family, to live as a couple or at work.,.
- Develop a horizontal leadership, with charisma and interpersonal efficiency. These qualities will be essential to build the future society.
- Systematically train their right brain at school or at home especially from birth until they are 10 years old.

Some useful examples of this type of activity at school or at home are given in chapter 9 of this book.

INTERACTIVE ACTIVITY

No. 9: Emotional Intelligence

1. Acknowledge your emotions

List the emotions you consider to be negative and which you feel more often:

Channel them without repression, without hurting others or yourself. Write the best way for you to channel them:

2. Recognize the emotions of others

Ask the following questions to your children or partner: How do you feel? How have you felt? (Instead of: What did you do at school or at work today? Have you been good? Have you done your homework?).

Practice your Emotional Intelligence, this is, increase your sensitivity towards yourself and others. Practice your empathy. Write down here some comments about how it went:

Support others by listening to them without judging, without giving advice, without paternalism. Listen with attention. It is your partner or friend who should find their own solution, not for you to give it to them!

3. Reinforce the other features of Emotional Intelligence

Can you use figurative language and symbols? For example, get yourself familiar to sacred geometry or Dream Interpretation. Search the Web for the meaning of shapes and colors.

Be capable of giving immediate answers. Do not leave for tomorrow what you can do today.

Write specific examples and ideas for your own personal emotional growth.

3. To flow, the optimum practice of Emotional Intelligence

To *flow* refers to the appropriate state to accomplish a task, a job, an action or a physical feat at its most optimum level. In those situations, everything seems to flow naturally. Mihaly Csikszentmihalyi, a psychologist at the University of Chicago, proved that the *flowing* state is the peak of Emotional Intelligence. In a way, emotions are not only perfectly channelled but also stimulated, used and aligned to serve during an immediate task. The subject gets totally immersed into his work in a sort of trance or slight ecstasy.

According to Daniel Goleman, it is a state of grace called “*second wind*” for sportsmen “*inspiration*” amongst writers or musicians. It is the state you reach when you surpass yourself when working in your favourite field. Sportsmen, chess champions, surgeons, therapists, engineers, musicians, housewives, in fact anybody who is really focused or happy to practise an activity may experience this state. (Goleman, 1995)

This state is similar to the famous *Hemi-synch* state described by Dr Monroe. It happens when the two hemispheres of the brain are in a perfect harmonisation, which creates a state of semi-trance with no thoughts to disturb it (apparently it is due to the alpha frequency that we will talk about later).

The *flowing* state cannot happen if the subject is suffering from:

- Depression.
- Boredom
- Restlessness, concern and anxiety or pressure felt when trying to succeed in a task.

According to Csikszentmihalyi and Goleman, it is such a wonderful and pleasurable experience that it becomes extremely gratifying. Students are likely to repeat the experience and to surpass themselves on each new occasion. The *flowing* state is a state where you forget about yourself; you are totally relaxed and extremely concentrated at the same time. It should be the *normal* state to be in whenever learning. Goleman showed that in that state, the brain is resting and the cortical excitation is reduced. During this state, even hard work will feel regenerating instead of exhausting.

The *flowing* state is a state where you forget yourself; you are totally relaxed and extremely concentrated at the same time. During this state, even hard work will feel regenerating instead of exhausting.

The children of today who have grown up in an appropriate environment seem to be naturally prone to reach this state, which opens new horizons for education and learning. However, there are four conditions for the *flowing* state to occur:

- The activity must start in a state of relaxation. So it is important to start the class with a five minute relaxation period.
- The student has to be willing to do what he is asked to do.
- It has to be a challenging activity that will develop his/her capacities to the maximum.
- The challenge must be measured in order not to provoke anxiety or concern among pupils who are fearful of not succeeding.

Generally, school teachers and parents tend to underestimate children and they do not challenge them enough to discover what they can do. As mentioned before, this generation is particularly advanced, mature, sensitive, empathic, self-realised, self-taught, spiritual and pragmatic at the same time. Indeed, so pragmatic that the end results of their learning becomes their main motivation (education-action). That is one of the characteristics of Emotional Intelligence.

According to Howard Gardner, creator of the Multiple Intelligences theory:

The *flowing* and positive states are the best way to teach children; it is better to motivate them from the inside rather than threatening them or offering them rewards. The *flowing* state is an inner state; it means that a child is busy with an appropriate task. Each child has to find out what he/she *likes* and stick with it. When children are bored, they are messing around and arguing. They get concerned and stressed by a confused feeling of challenge. And yet, they learn so easily when they are interested in something (Goleman, 1995)

This statement is even more relevant today: this generation of children find interest in things that match exactly with their life project or *mission*, be it an individual or a collective one. It is essential for them to accomplish their mission (they may be aware or unaware of the emergency of it) and therefore it is important to identify their profile, their innate capacities and skills (also called *innate passions*). Then we have to help them, as much as we can, to develop those gifts and to accomplish that mission they are meant to fulfil.

In this type of education, the child finds triple satisfaction:

- He/she grows in a *flowing* state because he/she does things he/she is interested in and which he/she likes.
- He/she succeeds in his/her field and in his/her mission.
- He/she knows he/she is on the right path, at a personal and collective level.

When it is not the case, children get nervous, dissatisfied, bitter and some may even withdraw or get depressed. Goleman concludes:

It is necessary to stretch our own limits in order to maintain the *flowing* state and to turn it into a motivation to ‘do better’, which makes children happy. This model of education is much more positive than the one usually established in our schools. Can you remember the endless hours of boredom sitting in the classroom accompanied with a latent state of anxiety? Learning how to insert the *flowing* state within an educational framework would be a much more human, natural and efficient way to make use of emotions and to serve an educational purpose. (Goleman, 1995)

INTERACTIVE ACTIVITY

No.10: 1. How to develop our Emotional Intelligence?

For example:

1. All exercises aimed at conscious breathing, which should be mastered when you want to reach a state of calmness so that you can use it in the event of a crisis. It is strongly recommended to be taught from a young age. A boy I knew used to tell his mom when she was about to lose her self-control: "Breathe mom, breathe!".
2. Art, theater, dance, music.
3. Any exercise that consciously uses the body.
4. All games and creative stories where the main character manages to control their emotions.
5. Any exercise aimed at strengthening the self-esteem of the child, parent and teacher.
6. Any exercise that aims to value the student's name.
7. Exercises of assertion or positive thought.
8. Balancing energy by playing games or other ways.
9. For adults: Yoga, Tai Chi and Chi Kung.
10. For children and youth: Faster Yoga adapted for children, Aikido, Karate and Kung Fu.
11. Rooting exercise.
12. Pay special attention to the daily greeting and farewell in the class.
13. Encourage the habit of thanking.

Write in your notebook what you will do during this particular week:

For yourself:

For the children:

2. Peace Culture at schools

It seeks to promote in the schools anti-stress techniques and principles of a Peace Culture in order to reduce the level of violence prevailing in some schools.

You can introduce some of the following techniques:

1. Positive thinking.
2. Breathing exercises.
3. Positions of relaxation exercises to reduce stress / muscle strain and visualization.
4. Massage, self-massage and yoga, including parents and teachers.
5. Carefully selected background music through megaphones for the whole school.
6. Remove the ugly bell ring and replace it with music.

Write down what you are specifically going to do at the school where you work at or where your children go to:

4. Multiple Intelligences Genius

Eagles are meant to fly!

The Animal School by Thomas Armstrong (2000):

I remember the story of these animals that decided to open a school to learn how to climb, how to fly, how to run, how to swim or how to dig. They just could not agree on what was the most important subject, so they decided that all the animals should learn the same program. The rabbit, a race champion, nearly drowned during the swimming class. That experience was so frightening that he never managed to run as fast as he used to. The eagle, of course was a fantastic flyer but he could not dig pretty tunnels so he had to join an extra teaching class. It took all his time and energy; therefore he forgot how to fly. And so on for all the animals that could not express their specific talents, because they were all forced to work on subjects that did not take into consideration their true nature. We often treat our children the same way as the animals of that story: we ignore their gifts but we force them to spend long hours in extra teaching or remedial courses. Eagles are meant to fly! (Armstrong, 2000:12-13)

What type of intelligence has my child or my pupil got?

Dr. Gardner and Dr Armstrong^[11] have shown that children have several intelligences, ways of learning or types of learning. They called them Multiple Intelligences^[12]. According to their theories, there would be nine types of intelligences. Gardner defines intelligence as:

The capacity to solve problems and to produce goods that will be culturally recognized. Therefore, a creative person is a person who can solve problems in a regular way or elaborate goods, concepts or projects in new fields or unusual fields that will have a certain value in one or several cultures or communities.

(Gardner, 1990)

These nine intelligences are: verbal-linguistic, logical-mathematical, spatial, corporal-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, naturalistic and a ninth one that we will call existential. (Howard Gardner, 1983; Thomas Armstrong, 1993 et Elena María Ortiz de Maschwitz, 2000).

To these we will also add intuitive intelligence, emotional intelligence, practical intelligence and co-creative intelligence which will be defined below by R. Zuniga. Currently the school system uses almost exclusively the first two multiple intelligences, affecting the children who work more easily with the other faculties and causing an unbalanced, in general, to the holistic potential of all the students.

The teacher must try to balance their teaching by systematically using all the multiple intelligences in and out of their classroom, making sure to:

- Find (or make the children find) data and mega-data.
- Process information.
- Return the information in a final result. The end result is understood as a way to anchor and close a learning process that will allow at the same time to begin other processes.
- Develop an evaluation system and a control of the acquisition of knowledge by using all the multiple intelligences, with a special focus on the intelligence that each student feels more comfortable with.

To understand which intelligence your child or student is more inclined to, see the tests created by Elena Ortiz de Maschwitz, in her book *Multiple Intelligences in an Education for the Person*.

Below we will present each of the nine multiple intelligences.

Linguistic intelligence or verbal-linguistic intelligence

This intelligence works with words; it represents nearly 2/3 of the skills used in the present educational system. Its mechanisms consist in writing and language.

Children with this type of intelligence are gifted for reading, writing, they communicate well, they tell stories, they like to play with words, they write prose or poems or they make speeches. Children who are operating with this sort of intelligence generally have a good memory of names, of places, of dates and all sorts of details.

They might become poets, journalists, writers, teachers, lawyers, politicians, translators... Famous characters who worked with this intelligence: Pablo Neruda, Isabel Allende, Goethe, Borges, García Márquez, Adela Zambudio, Óscar Alfaro.

Logical-mathematical intelligence

It represents nearly 1/3 of the skills used in the present educational system

Its mechanisms are reasoning, sensitivity, and the capacity to distinguish logical and numerical structures. The children who possess this sort of intelligence will be able to carry out long and complex reasoning. They like to experiment, to question, to find solutions, to play with information. They will usually be attracted to science, mathematics and solving logical problems. This intelligence includes the digital intelligence.

They tend to become scientists, engineers, IT programmers, researchers, accountants or mathematicians. Famous characters who worked with this intelligence: Einstein, Pasteur, Nikola Tesla, Marie Curie, David Foster, Xavier Amaru Ruiz, Jorge Miranda, Rubén de Celis.

Spatial Intelligence

The third intelligence is Spatial Intelligence that refers to visual arts, designing and architecture. The mechanisms of thoughts are operating through images, drawings and perspective. Children gifted with this type of graphic thinking will perceive the visual world in all its details and be able to recreate it or modify it mentally on paper or on a computer. This type of intelligence plays with frames and images and these children need a precise mental or physical frame to learn and properly process new information.

This type of intelligence gives a spatial representation of the world and the possibility to transform it. Children in that category will be gifted in artistic subjects, sculpture, architecture and geography. They will be imaginative, able to anticipate changes, to solve puzzles and read maps and charts.

They learn much better when they can visualise, dream, use their inner vision and work with colours and images.

They might become astronauts, sculptors, artists, inventors, architects, designers, mechanics, engineers or explorers. Famous characters who worked with this intelligence: Van Gogh, Rodin, Leonardo Da Vinci, Mamani Mamani, Oswaldo Guayasamin.

Corporal-kinaesthetic intelligence

The mechanism of thoughts operates through physical and tactile experiences, especially through their hands. These children are particularly good with their hands and have good control of their gestures. They are naturally gifted to dance, run, climb, build, explore and they are good at sports, martial arts and Capoeira.

They have a tendency to move, to touch and to gesticulate a lot. They are often gifted to do meticulous manual work (surgery, silversmith's trade).

They might become mime artists, dancers, sportsmen/women, sport teachers, martial art teachers, actors, firemen, craftsmen. Famous characters who worked with this intelligence: Marceau, Wilson Pico, Alicia Alonso, Maradona, Pelé, Geovana Irusta.

Musical-Rhythmic intelligence

It is the capacity to understand, assess and create music. The mechanisms of thoughts are operating through rhythms, tones, tonalities, melodies and harmonies.

These children will be able to produce and recognize rhythms and tones with a lot of sensitivity. They are very musical. They are also very aware of the different sounds in their environment.

They may later be in charge of a job related to music and sound. They also have the capacity to heal with sounds and can create healing melodies, alone or in groups. After they will be highly appreciated and required for that. For example: Mozart, John Lennon, Kurt Cobain, Lennin De La Torre.

Interpersonal Intelligence

It is the Intelligence which is concerned about social issues and their community. These children think according to others, they ask lots of questions and have an innate ability for social interactions and for organizing groups. These children interact with everybody, they lead democratically; they organize, communicate, mediate when there are conflicts, negotiate, and lead (in a horizontal or circular way). They know how to feel and understand others, their moods, desires and motivations. They are diplomatic and experts in relationships, leading groups and organizing.

They will become political or spiritual leaders. They will be excellent parents or teachers, advisors, salesman, negotiators or therapists. Examples such as:

Gandhi, Luther King, Nelson Mandela, El Che, Evo Morales Ayma, Luis Espinal.

Intrapersonal Intelligence

It is the intelligence of those who are particularly sensitive in introspection and inner understanding. Children with this type of intelligence are inclined to reflection and meditation. They are confident and dreamers.

They do not mind to be alone and they are in tune with their inner experiences. They are able to set goals for themselves, to meditate, to dream, to be quiet, to plan, to understand themselves, to analyse their own feelings and projections. They know how to advise others according to their own experiences. They may look different and may follow their own rhythm.

They may become excellent theoreticians, philosophers, scientists, therapists or psychologists. For example: Carl Jung, Plato, Abraham Maslow, Carl Rogers, Sigmund Freud.

Naturalistic Intelligence

Children with a naturalistic intelligence are very sensitive to Nature and their thoughts mechanisms are amplified when they are in contact with it. They have a great capacity to connect with Nature, whatever form it takes, and to nurture themselves from it. They understand and benefit from Nature and natural phenomenon.

They like to understand natural phenomenon, how things work, like learning about geography, climate phenomenon, ecology and the environment. They like to be outside, in the company of animals. They like water (waterfalls, lakes, rivers and sea), trees and flowers. They are able to file, discriminate, recognize and use their knowledge of natural environment, animals, plants or minerals. They like to plan trips and work on preservation and protection of the fauna and flora.

They may become excellent biologists, doctors, veterinarians, scientists, researchers or environmentalists. Such as: Cousteau, Darwin, Kempf, Gabino y Rufino.

Existential or Spiritual Intelligence

Dr Gardner came out with a ninth type of intelligence that he called Existential Intelligence. Other experts like Dr Wendy Chappman call it Metaphysical Intelligence^[13]. This type of intelligence is widespread among children today.

Its main characteristics are:

-Sensitivity in all fields, sometimes even *supra-sensitivity*.

-A Strong spiritual tendency.

-Innate psychic capacities.

This type of intelligence can be defined as the ability to question oneself, to understand the *essence* of things and to work on several levels of understanding at the same time. The Shichida method in Japan and the ASIRI method from Peru are the most elaborate in this regard, as well as some aspects of indigenous peoples' ancestral teachings^[14].

The ninth intelligence is widespread among the children today. It captures the *essence* of things and helps the self-realization of wisdom

H. Gardner specifies that every one of us possesses the 9 intelligences and has the ability to develop them at a rather high standard.

To conclude, we can say that the different intelligences are constantly interacting and working together in a complex way. It is quite obvious that any intelligent human activity requires the support of all the other intelligences. They are independent but in constant interaction.

For example, a dancer can only manage if he/she has a good musical intelligence that will allow her to understand rhythms, a good interpersonal intelligence to know how to connect with the audience and a good corporal-kinaesthetic intelligence to give grace and flow to her gestures.

Multiple intelligences and the children of today

Dr Armstrong noticed the following:

I came to encounter in the *learning difficulties* classes that I had a national-level awarded swimmer, a model for a national chain department store, outstanding artists and writers (...), incredible story-tellers, mathematicians and many other talented people. Yet, when these people entered school, parents and teachers only emphasized the fact that they *were slow and behind the average*. (Armstrong, 2000)

Why are these children classified as having *learning difficulties* when they are in fact very talented? Twenty years ago, this observation prompted Armstrong to work on the theory of multiple intelligences. This theory opens new horizons, flexibility, creativity and freedom for these children and teachers.

Today, Verbal-Linguistic Intelligence is no longer prevalent in the way children learn; simply because they use the right part of their brain, which is non-verbal, very easily. Besides, they often feel limited with words and prefer to find other ways of expressing themselves and having access to information.

If we start from the concept of multiple intelligences, we get a better understanding of how children are functioning now. They feel much more comfortable with spatial, kinaesthetic or musical intelligence. Some have an amazing interpersonal or intrapersonal intelligence, or they can switch from one to another. And generally they all use the naturalistic and existential intelligence at an extraordinary level.

As for the verbal intelligence, some children are asking their parents to help them write or to write for them simply because they have too much to say! It

must be so difficult for them to express with words what they know or feel with such intensity. Like the case of Flavio and Mark Cabobianco and Marcus Lauren. These children ask for the help of their parents and as a result we have two wonderful books: *I come from the Sun* of Cabobianco Flavio, 1991 and *The Child from the stars* of Phoebe Lauren, 2000. It should be understood that it is difficult for them to express in words what they know and their intense feelings.

A Need to explore all the dimensions

It is essential for them to freely explore all the dimensions of their intelligence. As Howard Gardner says:

According to my observations, a pre-school-aged child has a very powerful mind with an extraordinary potential. At such an age, children can absorb easily and without formal teaching a great amount of symbolical or cultural knowledge. (Gardner, 1990: 203)

When you work with children today, there are many advantages in using systematically the concept of multiple intelligences.

-These teaching techniques already exist and have been recommended and experienced. Nothing needs to be reinvented.

-They respect every child's talents. This is, the teacher or parent encourages the child to develop themselves in the area which they enjoy and are good at. So that Mozart can continue practicing music and Einstein investigating physics.

-Thanks to these teaching techniques based on multiple intelligences, children realise that they are working on a particular mission. They feel more confident with their ideals and passions.

-They prevent children from being standardized. Each child *casts his/her own path* and not the opposite. Children are not forced to fit in to *the same straight, passive and unique mould imposed by the system*.

-They offer a varied and stimulating type of education, for the child as well as for the teacher. (See chapter 8).

-For the teacher, it is a good way of getting off the beaten track while using easy and adaptable teaching tools.

A systematic use of the multiple intelligences concept generates a varied and stimulating education for the child as well as for the teacher.

5. The Thirteen Intelligences

The tenth Intelligence, Intuitive Intelligence (II)

The Intuitive Intelligence is similar to the ninth one, only it focuses on the concept of morphogenetic fields, meta-intelligence, meta-data and an acute perception of multidimensional energetic fields. This intelligence has a psychic and spiritual nature.

Ricardo Zuñiga^[15], a Colombian researcher, worked for more than 15 years on educational and self-development subjects. According to him, Intuitive Intelligence takes us to our inner self, that is, it gives us access to all the knowledge held within us. Through it, we can recognize what we already know, all the experiences and information that have been recorded. He says:

Intuitive Intelligence gives access and allows us to understand the different areas of the subconscious, further than neurophysiology can. It interacts with other forms of time perception. It connects with certain electromagnetic fields of information which are used at different levels. The children of today, especially the youngest ones are using this intelligence in a very natural way because they are not conditioned yet. It is very easy for a child to reach his/her subconscious. It is one of the reasons why the answers we are giving them are not enough; they already have access to a higher level of information and therefore want to know even more. For that reason, we must keep in mind their real level of knowing when we address them, and to relate to them as if they were mature adults. Let's stop limiting ourselves by thinking that they do not know, that they do not understand us or do not have enough vocabulary to communicate. Let's not be fooled by appearances. Children could actually teach us a lot if only we were listening. But how are we supposed to do so? It is a matter of sharing some activities, playing games, being involved in their games without putting any pressure. In the classroom, I suggest for them to learn through movements, with music and the interaction between the parent, teacher and child. We must take into account their entire dimension; these children have great capacities for learning and teaching.

François Testa is a French researcher and astrologist. He lives in Hong Kong and had the opportunity to study closely children from China, Japan, India and Europe.

François has observed two types of profiles within the children born after 1997:

-Children born between 1997 and 2004 are very direct and pragmatic, and have a great ease in absorbing energy. They are children born under the influence of Uranium.

-Children born between 2005 and 2013 are the transformation children, the metamorphic ones. They may seem not very practical and a bit irrational, although they are the ones that will make possible the shift from one stage to another. They are children born under the influence of Neptune.

-Both contain an exceptional Intuitive Intelligence

He describes the blossoming of this intelligence, which most children born after 2000 are gifted with, by presenting the following characteristics:

-They collect and process information in a natural way. For example, it is common to hear about children who learnt how to read and write by themselves.

- They are eager to learn but not necessarily about school subjects

- They want to be free to learn what they need to learn (to build their own curriculum) according to their life mission.

- They love their parents tremendously. They are children of Love. It is important for them to regularly hear: "I have been waiting for you a long time", "I love you", "Thank you for being here", etc.

- They can naturally feel energy in its different manifestations.

- They feel and understand the relationships between people and are able to propose solutions.

- These children naturally absorb energy and information. They automatically translate what they perceive, without formal educational procedures or rules.

They possess an intelligence based on energy.

- They act as a vector: they make progress and take the rest of humanity with them. We think these children are going to have an impact on the history of the planet.

Parents should avoid wasting their children's time with inadequate education as well as situations where rebellion, pain and negative reactions take place. By not doing so, children might develop some self-destructive feelings of frustration for not fulfilling their mission. (Testa, 2006: pc).

They act as a vector: they make progress and take the rest of the humanity with them.

Flavio, a pioneer boy

We can see how these latter intelligences (the ninth and tenth) work in the book: *I come from the Sun* of Flavio Cabobianco. Flavio, born in the eighties, is a pioneer. When no one even talked about the new children, he warned us:

New children are being born. They are a different type of Human Being, although it does not appear to be so. I am just one of them, one of the first.

Humanity is changing. The connection with the spiritual world is more open. All the children can now stay connected with their essence. (Cabobianco, 1991:2)

Flavio wrote this other text when he was only eight years:

I came into this world with the subtlest body possible to fulfill my mission: to inform and prepare for the change. I am learning how to densify and nurture myself with the forces of nature. (Ibid: 125)

Flavio said when he was six years old, "I have direct connection, I feel the Truth" (Cabobianco, 1991: 37). From the age of seven, Flavio, as well as his brother Marcos, ten years old, would be interested in topics such as: Soul Guardians, Astral Level (positive and negative), the Source, the Missionary Level. For example about the Source they said:

There is no time or space. No polarity. It is where energy produces a mirror effect and reflects itself in all other levels. It is all: the higher and lower, the known and unknown, large and small. There is more I know, but I do not know how to explain it. All souls, who go to any other level, always have to go through the Source. (Ibid: 118)

Flavio explains that there is a level he calls the Missionary Level: "There is where the Missionary Souls come from to help the evolution at this and other levels [...]. It is where I come from" (Ibid: 136).

There is more I know, but I do not know how to explain it. Flavio, 6 years old.

Flavio also says that it is difficult to explain with words and not through telepathy. At the age of six he said:

As this is such a dense planet, telepathy, the direct transmission through mental waves, does not work well. That is why lies exist. Communication is produced with sounds that leave the body through a hole (the mouth). The air moves the vocal cords where the vibrations that represent things are produced. Also, there are different places where there are different sounds to say the same thing. It is very complicated! (Ibid.: 34)

These last two intelligences, the transcendent and the intuitive, reconcile the harmonization of the two cerebral hemispheres; wisdom and spirituality. It involves the activation of the pineal gland and the pituitary body.

The eleventh Intelligence, Emotional Intelligence

We described it in detail at the beginning of the second part. It includes the Associative intelligence.

The twelfth Intelligence, Practical Intelligence

Practical Intelligence always tries to fulfil the needs of society and individuals. It constantly adapts to the social, economic, cultural, ecological environment and to the paradigms of the new millennium. It knows how to identify real challenges and does not lose time with *false-issues*. It is capable of looking for one or several solutions and to implement them at a practical level.

Practical Intelligence knows how to:

- Find and set up the most appropriate and efficient solutions on the short, medium or long term. As it is flowing and connected to the present, it can also successfully improvise.
- Persevere with determination to reach its goals.
- Have a good sense of humour and spread joy and wellbeing to others.
- Work in teams, in synergy with other groups. It is capable of leading (horizontally) and stimulating a lot of people if the goals require it. It is naturally gifted in group synergy.
- Carry out big humanitarian projects and at the same time pay attention to everyday life details.

In some books, it may be called productive intelligence or productive education but we prefer to give it a wider meaning.

The thirteenth Intelligence, Co-creative Intelligence

Co-creative Intelligence is able to co-create and innovate according to the paradigms of the new millennium and for the best interests of humanity. It combines together the capacity of the two hemispheres of the brain, the Emotional Intelligence and the harmonious *complicity* of multi-dimensional relationships.

It is extremely idealistic and practical at the same time. It is the 12 intelligences all put together. It is triggered by the combination of the Emotional and Practical Intelligence. It is probably the most impressive of all intelligences, because of its potential for developing and creating a new society. It was named co-creator to honour the innovative ideas of Walter Maverino, director of the UMCIT, and his book *Spiritual creativity- the path towards a New Life*^[16].

Co-creative intelligence draws its genius from four essential aspects:

1. It clearly perceives what needs to be modified and rebuilt thanks to a sense of observation-perception and a highly-developed sensitivity. In this aspect, it presents the same attributes as the Emotional Intelligence. It is extremely empathic and humanitarian.
2. It possesses the capacity and the courage to act immediately. The creativity of the right hemisphere and the logic of the left hemisphere provide the necessary momentum and structure to carry out its plans of action.
3. It is also incredibly determined (like the Practical Intelligence) and will make every effort to achieve its vision, its plan, its life mission (individual or collective)...it characterizes famous leaders, innovators, scientists, artists. They never let their dreams go!
4. Finally, its operating mode and its realisations are genius. Its *modus operandi* is original, innovative and humanitarian; it combines high technology with ecology. It is inclusive.

So, quoting Walter Maverino^[17], it presents the qualities of people who:

Are hardworking and from both genders, creative and open, fulfilling and generous, persevere, inclusive, inoffensive, intelligent and spiritual, visionary, participatory, productive and creative, which could transcend the current problems of the world, build a new social order without excluding them, to give life to the New Aquarian Civilization and create a New World Unity, Order and Beauty through Human Transformations and Powerful Social Creations. (Maverino, 2005: ea)

It is for these reasons that it was named Co-creative Intelligence; it will launch the *re-co-building* of each branch (social, education, health and care, economy, politics), of the new society and it will encourage the *re-connection* of humanity. This Intelligence is the driving force and has the freshness that will mark the new coming millennium. From it, the long-expected unity and fraternity will emerge.

Co-creative Intelligence: The *re-building* and *co-building* of a new society and the *re-connection* of humanity.

How to recognize someone with Co-creator Intelligence?

As Walter Maverino says, when we see someone who has:

- Responsible action freedom
- Courage and energy.
- Ability to overcome any kind of challenge. All achieved through times of hard work and apparently futile, of misunderstanding and discouragement, setbacks, difficult and long struggles, crisis and even depression.
- They are used to being attacked on their ideas, which usually makes them winners of all kinds of obstacles, some of them incomprehensible to the average human.
- They have an unshakable will to achieve what they propose to do for the benefit of all.
- They are tireless *seed farmers* of human transformation, organization and society.
- Infinite perseverance and patience to search for universal truth and justice.
- Clarity of goals, unity of purpose and effectiveness in action.
- They practice three of the highest forms of communication such as intuition, Telepathy and *Impression*.
- Each of them are related in their own way to the Source of all Good and Goodness, the creation and respect for life in all its forms and manifestations, expressing that the connection with the Primary Energy in an infinite diversity of forms and styles of being and doing.
- They are engaged in a powerful Central Idea that inspires them to do all it takes without any speculations.
- They are hardworking, enthusiastic, self-willed and express absolute fidelity to the orders of their heart and their spiritual guide.
- They are pure, innocent (but not naive), austere, upright and incorruptible. (Maverino, 2004c: 7)

Co-creator Intelligence encourages and promotes a double process:

- An individual process, allowing the realization, fulfillment and mastery of oneself.
- The humanity process, focused towards the building of a new humanity from a higher level of consciousness, to bring peace and harmony on Earth.

Both processes result in an impersonal, universal, inclusive and inoffensive attitude. It works when they have an open mind, pure heart and free spirit.

All precursor of the new civilization is a processing agent, a carrier of the cosmic fire, a co-creator of what is new and higher to replace what has already completed its cycle. (Maverino, 2004c: 35)

The 13 intelligences of the 3rd millennium

We will present below a synthesis of the 13 intelligences, their nature and their purpose.

Intelligences	Reference	Nature	Purpose	Purpose of the different Multiple Intelligences according to Alice Bailey's classification (quoted by Landdowne, 1994:48) 18
1. Linguistic or Verbal-Linguistic	Multiple Intelligences of Gardner and Armstrong	Cognitive	Communicators	1. Scientific Servers. They will reveal the essential spirituality of all scientific work motivated by love for humanity and their welfare, which will link science and religion. 2. Financial and economists. They work with energies and forces which are expressed through the exchange and trade values, operating under the Law of Supply and Demand and the great principle of sharing [...].
2. Logical-Mathematical	Multiple Intelligences of Gardner and Armstrong	Cognitive	Scientists...	Same as above
3. Spatial	Multiple Intelligences of Gardner and Armstrong	Spatial, artistic, aesthetic	Visual artists, architects...	1. Magnetic healers. They operate intelligently with the life force of the etheric body ... Their task is to undertake the wise transmission of energy to various parts of nature, mental, emotional and physical.
4. Corporal-Kinaesthetic	Multiple Intelligences of Gardner and Armstrong	Corporal	Therapists for the body and emotions	Same as above
5. Musical-Rhythmic	Multiple Intelligences of Gardner and Armstrong	Musical	Musicians, musical-therapists, musicologists	Same as above
6. Interpersonal	Multiple Intelligences of Gardner and Armstrong	Psychological, social, educational an multicultural	Social leaders, teachers...	1. Political observers. They will intervene in the world of human governments, address the problems of civilization and the relationship between nations. Their main objective is to achieve international understanding. 2. Educators of the New Era. Their service is to develop the field of culture and they are dedicated to provide a new type of education.
7. Intrapersonal	Multiple Intelligences of Gardner and Armstrong	Psychological and ethical	Psychologists, philosophers...	1. Trained observers. Their aim is to clearly see through all events. 2. Operators in the field of religion. Their task is to develop a universal platform [...]. It is a work of loving synthesis and it will emphasize the unity and communion of the spirit.
8. Naturalistic	Multiple Intelligences of Gardner and Armstrong	Ecological	Doctors, environmentalists...	1. Magnetic healers.
9. Existential	Multiple Intelligences of Gardner and Armstrong	spiritual	Thinkers, writers...	1. Psychologists. Their main task is to relate, through accepted techniques, the soul and the personality to get to the revelation of divinity through humanity. Also they act as transmitters of light between groups of thinkers and illuminators of group-thinking.
10. Intuitive	François Testa, Pedagogosia 3000 y ASIRI	Psychic	Multi-dimensional therapists	1. Telepathic communications. These people are receptive [...]. They are the custodians of the group's purpose; that is why they are closely related to all other types of groups.
11. Emotional	Daniel Goleman, Luis Machado	Affective	Therapists, psychologists	1. Psychologists. 2. Magnetic healers.
12. Practical	Paulo Freire Pedagogosia 3000 ASIRI	Practical and Productive	Humanitarian, projects leaders	1. Scientific Servers. 2. Financial and economists. 3. Educators of the New Era
13. Co-creative	Walter Mavertin, Urnax, Pedagogosia 3000 ASIRI	Multi-dimensional	Synthesis of all the previous ones	All

A comparative chart of the 13 Intelligences

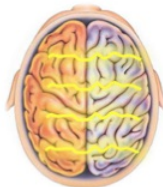
A good understanding of these 13 intelligences will bring together the new civilization and implement the replacement of the present educational system with a new and more exciting one; making the word 'education' obsolete. It is through the Education of the Being that a new generation of wiser people will reach a higher level of consciousness and give birth to a new humanity.

6. The brain connection of today's children



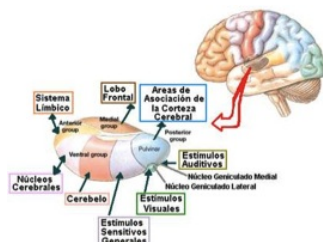
Presented by the Venezuelan pediatrician, Greisy Rodriguez.

1. Brain Connection



The brain functions of the children and youth of today is characterized by the integrated actions of both hemispheres, which helps them harmonize:

- The functions of different areas of the cerebral cortex
- The different brain regions
- And to integrate the cortex with these regions.



This is done by the brain region called the Thalamus Optic, which has relay functions, automatic control and association of the nerve impulses from the different areas of the brain which are sent towards the cortex.

multiple intelligences of the children and youth, such as:

- higher perception at the sensorial level (sense organs)
- imagination
- artistic abilities
- ease of learning different languages
- abstraction
- flexibility and a wider range in body movement
- empathy
- among others.

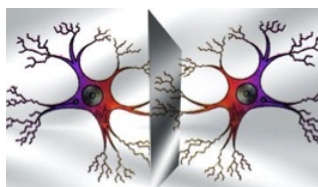
Thalamus

An integrated cerebral activity

This **integrated** brain activity explains the

Mirror neurons

The constant activation of the brain system called “mirror neurons” explains the great empathy that these children present, these neurons of the cerebral cortex allows one to experience the feelings and actions of others.

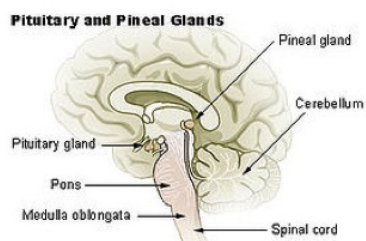


Research by Italian scientist Giacomo Rizzolatti has contributed enormously towards social-cognitive neuroscience. He relates: “We are social creatures. Our survival depends on understanding the actions, intentions and emotions of others. Mirror neurons allow us to grasp the minds of others, not only through conceptual reasoning but through direct simulation. Feeling, not thinking.”

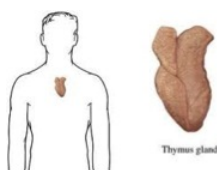
If we relate these claims of G. Rizzolatti with the increased activity of the right hemisphere among these children and youth, we can explain the basis of their high empathy and social-ecological sensitivity.

2. Light-vibration connection

The epiphysis (pineal), pituitary, thyroid and thymus (in children) are the most luminous receptive glands, which work as wave receptors; they receive and transmit vibrations as information to the brain, which transforms it into an electrical impulse that triggers a specific biochemical reaction producing the release of neurotransmitters and hormones, although this release is not independent, it maintains a close relationship with the biochemical effect of emotions and alimentation, that is, with the nutrients the body receives.



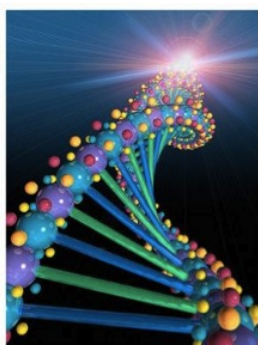
Thymus gland



Therefore, the increased use of evolutionary energies that are coming into the planet depends largely on the emotional well-being and appropriate nutrition.

3. Multidimensional Connection

The Human Being’s multidimensional power is contained in the quantum expression of DNA considered junk DNA, in each and every one of the cells that make up tissues, organs and the systems of the body, for this reason the brain is considered the main bidirectional information decoder which facilitates perception beyond the ordinary senses. In other words, it captures, transforms and distributes information from the external field, including the cosmos, in all human cells and from the cells towards the outside.



Unlike adults, who can only activate their multidimensional DNA through the evolutionary process of the planet, the children and youth of today are already born with the multiple quantum expression of their DNA that enables a large extra-sensorial capacity and the co-creator power of a new humanity.

4. Multicenter Connection

The overlapping of light-vibration and multidimensional brain connections, constitute what might be called as a multicenter connection, which once activated, has a resonance effect in the mind-heart (sacred space in the heart) that brings the creative power of a new reality through love.



This multicenter connection is enabled in the children and youth of today; as conscious adults we have the responsibility to co-create meeting spaces, both at home and at school, which maintain and keep alive this fire of connection, taking into account the many disturbing factors experienced by the planet at this stage of transition towards a new dimensional reality.

5. Recommendations

- Loving and respectful environment, where the emotional expression vibrates at the plane of intelligence.
- Balanced diet: natural food supply (animal and / or vegetable) without preservatives, nor any other chemical additive. Respecting the desire to eat meat or not (red or white), but if they do not want meat, ensure an adequate alternative consumption of protein, fat, vitamins and trace elements.
- Proper water balance: ensuring water intake; these children tend to consume large amounts of water in relation to their age, therefore it is recommended to ensure their provision of water where they are.

6. Suggested Educational activities

1. Games that stimulate the sense organs:

- Touching different textures.
- Aromas.
- Alternative vision of light and color.
- Identification of different sounds.
- Identification of different flavors.



2. Free games in the rain: as long as the temperature and the level of pollution in the region or area in question allows them to do it.



3. Free games in moving water: beach, river, waterfall and stream.

4. Games to root into Mother Earth:

- planting
- harvest
- to play and cover themselves with the sand of the beach
- play and create with clay.



5. Guided visualizations with white background sounds such as waves, sounds of dolphins and whales, birds singing, among others. Sounds depend on the type of visualization.

6. Meditation, images and drawings:

- First, make them relax through relaxation exercises with or without music.
- Second: once they are relaxed, do a short meditation (5 minutes)
- Third: after meditation give each participant a picture, image or photo related to the universe (planets, solar system, galaxies, stars, etc.). With

environments of nature from Planet Earth, the four elements (fire, earth, water, air), angels, elementals, everything related to the integration of the heaven and earth and for the participant to be able to understand it according to their age. Allow each child to observe, touch, caress, sniff and listen to the picture, drawing or photo they were handed.

- Fourth: ask the participants to express themselves, depending on their capabilities, through images or internal feelings; to express what the experience produced within them. They can do it with words, sounds and / or pictures. Respect those who do not want to express themselves.



Children at the Sigalia Foundation, Venezuela, doing a visualization.



Outdoor exercise, children with their bare feet buried in the sand, guaranteeing a better telluric and stable connection. Sigalia Foundation.

Greisy Rodríguez is a pediatrician and pedagogue.

She is the scientific adviser of the international project “**Scientific Alliance Convention 3000 for the children of today**” and Executive Director of the International Office of Pedagogy 3000 / emAnc. In Venezuela Greisy is the Director of the Sigalia Foundation

Sigalia Foundation is a center that provides care to children and youth through the use of alternative strategies, many of which are in full agreement with the position of Pedagogy 3000. Parents attend to a school which is designed for them. They offer workshops for teachers both at the Centre and in the educational institutions themselves. They also have various activities for all age groups, which promote the integration of mind, body and spirit.

Contact: greisyrc@gmail.com

1. Interview conducted in Los Angelitos, a nursery in Sopocachi, La Paz, Bolivia. 2005. ↵
2. brain.city@antares.com.br, www.cidadedocerebro.com.br and <http://www.cidadedocerebro.com.br/loja.asp> ↵
3. From the book *Guérir*, pg: 22, with the kind permission of Dr. Servan-Schreiber. ↵
4. Extracted and adapted from <http://www.inteligencia-emocional.org/articulos/elcerebroemocional.htm> ↵
5. Extracted from the Web site: <http://psicoaraujo.wikispaces.com> ↵
6. <http://www.hispamap.net/ondas.htm>. ↵
7. Extracted and adapted from Annex B of Daniel Goleman (1995:334) and Servan-Schreiber's book (2003:23). ↵
8. “Los Angelitos” nursery in La Paz, Bolivia, 2005. ↵
9. EMDR is based on the fact that within each of us there are natural “digestive” mechanisms for emotional traumas or adaptive system to deal with information, which is processed in the emotional brain. ↵
10. Let's remember that in some countries, like Bolivia for example, 24% of the children from the age of 7 to 18 years old work; so a fourth of the infant population work, most of them in precarious and deplorable conditions. ↵
11. Thomas Armstrong. California psychologist and educator, has over 20 years teaching experience. He has included the theory of multiple intelligences from primary school to university level. Author of: *Multiple Intelligence in the classroom and Awakening Genius in the Classroom*, among others. ↵
12. Multiple Intelligences, sometimes called MI theory was developed by Howard Gardner, a Harvard professor, and discussed in detail in a book published in 1983 entitled: *Frames of Mind*. Howard Gardner is an educator, as well as a neurologist, and his ideas have been enthusiastically received by the educational community and are being used in schools around the world. ↵
13. Metaphysics: Meta, in Greek means: beyond, Physik means: nature. *Investigation on the Being*. Dictionary Larousse. ↵
14. Go to chapter 11 for more information about this subject. ↵
15. riczug@gmail.com ↵
16. http://www.umcit.net/art_libros/1c_espiritual.pdf ↵
17. http://www.umcit.net/art_libros/1cuarto.pdf ↵

CHAPTER 6

Exploring other forms of learning

*We are on the verge of reaching
a new level of consciousness
in terms of Nature and Education*
Babyschool^[1]

1. Laterality of the hemispheres of the brain and creativity

Today, children have the faculty to equally, harmoniously and naturally use their two hemispheres without triggering any conflicts; especially if their education is appropriate.

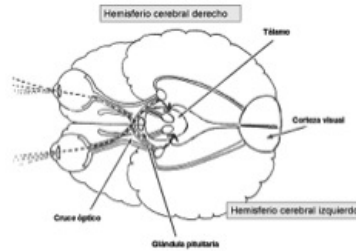


Illustration of the two hemispheres of the brain and the optical chiasm (crossing)^[2]

Here is a summary of the faculties of each hemisphere:

Left Hemisphere	Right Hemisphere
1. Rational, Cartesian, logical connexions of matter to facts	Visual centre of the brain, associative and holistic connexions. Centre of creativity, of imagination, of the artistic and musical sense
2. Analytical and calculating	Feelings, emotions, intuition, sixth sense
3. Verbal : words, speeches, grammar	Non-verbal, images
4. Linear, sequential	Holistic, lateral thinking
5. One thing after another, step by step	Multi tasks
6. Order, authority to feel secure.	Accepts authority if consensual
7. From specific to general	From general to specific
8. Modest speed of thinking that does not generally entail immediate actions.	<i>Burst or flash</i> thinking that generally entails an immediate action.

Recapitulative chart of the respective faculties of the right and left hemispheres

The left brain

It is the central location of logical thinking. It is the bedrock of our present societies and of our last century's educational systems. Its characteristics are the following:

- It provides a rational mind, Cartesian thinking which establishes logical connections between cause and effect.
- It is analytical and calculating.
- It prefers verbal expression, words, speeches and grammar.
- It has a linear and sequential approach.
- It likes order; having authority gives it security.
- Its apprehensive mode goes from specific to general.
- It can only do one thing after another, step by step.
- It thinks at a moderate speed and generally does not entail actions or at least not immediately. It needs to analyse before acting.

The right brain

Genius, arts and metaphysics are at the heart of the right brain. Here are its characteristics:

- It is the visual centre of the brain that triggers associative and holistic connections. It is the centre of creativity, imagination, artistic and musical senses.
 - It works on feelings, emotions, and intuition. It has a sixth sense. It is subjective and operates out of a time framework.
 - It works on images; a non-verbal mode. This is why today, it is a waste of time trying to only *talk* to children for whom words are not their best communication mode. Young children are not even listening to us – not that they

cannot hear us, but their attention is *totally absorbed* by something else.

- It functions with a holistic approach. The right brain understands the existence of things in a space-time framework and how the different parts organize themselves to create.

- It can run several tasks at the same time. That is why children can often do their homework, watch TV, listen to what is happening in the kitchen, look after a younger child and listen to music, all at the same time. That is María Eugenia's case in Argentina: she *chats* with seven people at the same time, prints her homework, burns her CDs, and does her normal work. Oh, she was also answering the phone at the same time! We also met Victor, a Venezuelan presenter at *Valencia radio*. He could do everything mentioned above and make jokes with his team on the air! These children often have the need to do several things at the same time, otherwise they get bored: As they say "I can't concentrate if I only do one thing at a time".

- It accepts authority only if it is democratic and consensual. It needs to trust the person who represents that authority.

- Its apprehensive mode goes from general to specific. For this reason, children do not understand the *ordinary* details of life, but they perfectly understand some metaphysical aspects or complicated computer or quantum physics subjects.

- It thinks extremely fast, on a *burst* or *flash* mode. We often encounter children who understand very quickly. You just need to give them an instruction once and they get it straight away. Today, children have a way of doing things and their mind has the ability to run alternative or lateral thoughts (multi-laterality). They are able to find a third or a fourth solution to the same problem and put it into practise immediately. They have an ultra-developed action-mind.

The right brain potential has been restrained in the past centuries and present educational systems. For example, before the ambidextrous faculty was encouraged (which is directly linked to the right brain), if a child was left handed they would tie it behind their back to force them to use their right hand; we now know that this practice was harmful to the harmonious development of the student.

Today, the characteristics of the right brain are the most assertive in children's brain, which partially explains how they learn. This could lead us to a more human, creative and intuitive society, as long as the two hemispheres can operate harmoniously and equally.

Dr. Herrman stated in 1990 that the limbic or emotional brain has two hemispheres too, thus creating a system of four dials, as he names them, that integrates the cortex into the limbic system

We consider this integration as an organic entity divided into four zones or dials, from which we will be able to study (on a larger scale) how the brain operates and what its implications are on the learning process and on creativity. (Jiménez Vélez: 2000, 67ss)

The thalamus and the pineal gland

We must take into account the role of the thalamus and the pineal gland. According to the Colombian researcher Rodolfo Llinas, all the neurons responsible for transmitting perceptions, simultaneously send, from where they are, electric charges which are recorded in the thalamus of the brain by a kind of radar that sweeps all areas of the cortex every 12.5 milliseconds, not to create an image, but as a movement of many frames per second, similar to the movies. This finding may explain why the perception and reasoning of the children of today is more holographic than sequential.

As one of the roles of the pineal gland, Paul Devereux says that:

Recent research has shown that there are magnetic sensors on the human body that are located in the pineal gland, which means that, theoretically, each of us has the ability to feel the telluric and cosmic electromagnetic currents of subtle energy. (Quoted by Bluestone, 2001:111)

Each of us has the ability to sense electromagnetic currents, telluric and cosmic subtle energy, through the pineal gland.

Creativity, chaotic playing and untidiness

Creativity is indeed well developed among today's children. It results from a *playful chaos* and requires the intervention of all the dials identified by Herrman.

Dr. Jiménez Vélez (Colombia):

Creativity is the potential result of games, pleasure, humour and playfulness [...]. During playing moments, space and time are totally dissolved into a chaotic flow, a disorder necessary for creativity; and this is the secret of creativity: it appears at the border of craziness itself. So, creativity emerges from disorder and not from order. (Jiménez Vélez, 2000)

Creativity emerges from disorder and not from order.

Angel Buenaventura^[3] shares the following about education and creativity:

The development of the right hemisphere at an early age is very important for the creativity of children- says Angel. Arts, painting, hobbies, reading, poetry, dances, rituals, all that awakes and activates imagination; this sets the children free and helps them for life. Creation is an expression of the Spirit, which is innate in every child. Of course, they like to dance, jump and make noise. I was lucky that my dad did not send me to school before the age of nine. Rather, he sent me to classical dancing classes, although they were a bit strict because of my character, I liked it a lot and it helped me to develop my right hemisphere; it gave me confidence in myself, to know that I am a human, with a body and an instrument. It helped me to learn how to breathe properly and to stimulate areas that cannot be stimulated in an urban environment or in a classroom (which for me was more a cage than a classroom). It is important to be able to communicate through art, spirit, the lakes, the sun; it is important not to forget about this sacred communication. The human being has marvellous faculties.

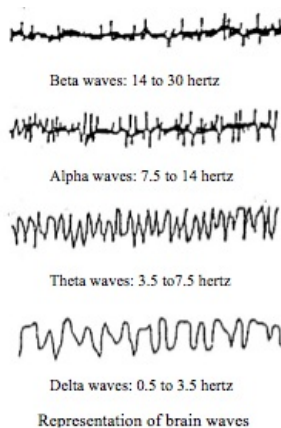
I use to live in the country, so I did not even have a television. I had few friends. So that encouraged me to develop my imagination through painting. I made my own toys, my own characters, I was with nature and I developed my imagination a lot. It also helped me to have no interference from my parents (they were not often at home). So I enjoyed my inner silence, I developed internal communication, visions. I was very sensitive; had many perceptions and creativity. I had visions in my dreams because the astral bodies are more subtle. The visions are natural. It is a gift we all have, but it requires a process of cleansing the mind. The views make you more secure, provide you with the understanding that we are travellers of a planet, of the cosmos; which gives you a greater perspective of life, more love and it develops the natural forces that reside in us. You feel that you *are*, and it is not necessary just to *have*.

First of all, for children, I suggest creativity: dance, music, painting, walking in nature, meeting beautiful places, sacred, full of energy, connecting with their inner silence, to have oxygen, to open their bodies and raise their astral and causal bodies. Inside them there is Life, all the lives in one lifetime. Indeed, personally I can remember many past lives, and future ones as well.

The Children who are arriving now are part of a precise evolutionary process. They are part of the cosmic laws, they are in harmony. They already come prepared, open and with the natural ability to perceive life with a cosmic understanding. They have the speed and access to spaces within. But we must focus them, we cannot disperse them as the current education does. That is why education should offer more creative and silent spaces, where children can begin to connect with themselves and channel their energy. It is very important also for their overall health and balance. (Buenaventura, 2005: cp)

Imagination is more important than knowledge. Albert Einstein

1. Hemi-Synch theory and brainwaves



In 1982, through his *Hemi-Synch* [4] theory, Dr. Robert Monroe proved that a harmonic synchronisation of both hemispheres of the brain can produce the activation of the pituitary and pineal glands [5] (amongst others), this way the subject gets into a sort of *Altered State of Consciousness* or ASC. In these states, some extra-sensorial capacities are naturally activated: artistic disposition, intellectual genius or physical feat. This state is very close to the *flowing* state described by the psychologist, Mihaly Csikszentmihalyi.

“Hemi-Synchi” means in fact *Hemisphere Synchronization* or Synchronization of the Brain Hemispheres. It is a technique based on sounds. It was developed 40 years ago in Virginia (USA) by the Monroe Institute, an institution which does research on the states of consciousness in relation to sounds. This technique refers to the synchronisation of the two hemispheres obtained by listening to specific sounds. When they work as one, the brain potential is at its optimum. By conjugating the bi-neural system, states of high concentration, productivity and great achievements can be made. This:

- Facilitates self-control through different states of consciousness guided by unique combinations of sound frequencies.
- Allows us to achieve goals through high states of concentration, productivity and a coherent functioning of the entire brain.
- Provides an effective tool to facilitate spiritual growth and personal development.

The electric activity allows the distinction of various states of the brain; it is measured through brainwave frequencies [6]. Each type of wave can be translated into a particular psychological-neural-physiological state. This means, our mind, our body and our physical and physiological activity are totally different according to these states of consciousness or frequencies. Besides, the type of neurochemical substances and hormones released in the blood vary according to the brainwaves. At the end, the presence and quantity of these substances, as well as the state of mind we are in, are interacting to produce a specific physical-physiological-mental-behavioural state.

The different brainwaves or frequencies are as follows [7]:

- *Gamma* waves, from 30 to 40 hertz or cycles per second. It is the frequency for fits of hysteria: aggressiveness, panic, fear, anger, escape, terror, excessive anxiety. These waves are due to loud or unpleasant noises, insults, a tense situation or a crisis, shocking news, an anger fit, a physical or mental aggression or a collective panic situation.
- *Beta* waves, from 14 to 30 hertz per second, are the waves produced by a person who is concentrated, thinking or talking, paying attention to others, to things and to events. It is the *normal* state of consciousness or the awake state. It is linked with logical reasoning, automatic memory and usual or common conversations. Most of our time awake is in Beta waves mode. They are produced by normal concentration states like at work, studying or watching television.
- *Alpha* waves, from 7.5 to 13 hertz per second, occur when the brain is at rest; the attention is focused on oneself, contemplating and observing our own thoughts. It is a state of slight meditation or like when we are deeply into a fascinating activity. It is a state between consciousness and unconsciousness. It nurtures imagination, clear creativity, our capacity to memorise and study, sports feats, mental and physical rest. It is the ideal state for self-suggestion and to alter our behaviour. It matches with the *flowing* state that we described previously and comes

from an active or passive relaxation state (provoked or spontaneous), a muscular or mental relaxation (meditation) or when concentrating on an activity we enjoy.

- *Theta waves*, from 3.5 to 7.5 hertz per second. It is a state where the brain is in a deep rest and has extraordinary and small visions (called *hypnagogic* or *hypnopompic*) unreeling with great clarity. It is the state of spontaneous imagination, of dreams, reveries and hallucinations where reality fades away and the mind escapes; it is a state of total relaxation of the mind and the body. With Theta waves, *archetypes appear directly in a symbolic way*. We naturally step into Theta waves when we fall asleep. This is the state of deep meditations, of yoga, of listening to harmonious music, of visualisations, of moments of deep inner calm. It is also linked to a certain sleeping state called ROM (Rapid Orbital Movement).

Delta waves, from 0.5 to 3.5 hertz. When the brain is deeply asleep, it sends out delta waves. It is the state of profound hypnosis and dreams, of physical and mental restructuring. It happens during our sleep and lasts approximately 90 minutes. It is the least well-known frequency during which the deepest parts of the brain run at full capacity.

Some psychologists like Dr. Pérez in Ecuador, think that today, children can move into *Alpha* and *Theta* waves very easily. We may have the impression that they are not really with us but it is not a deficit of attention, it is due to their capacity to go into different levels of consciousness, a faculty that most adults have not developed yet (or may develop after a long training of meditation). It is said that a being from the third dimension works on Beta and changes to alpha in states of creativity or during meditation. A fifth-dimensional being functions in beta / alpha / theta state while remaining awake. Someone from the sixth dimension and beyond, learn to move in delta and theta staying awake. Meanwhile, at the time one of us from the third dimension enters into theta (and even more in delta), it causes great fatigue because our body thinks we are tired and needs to sleep. It is the adjustments we go through, and that explains the states of sudden fatigue in some adults and youth in our times.

Gaia, a young Spanish girl, tells us:

When I was at school, I could listen to my teacher and wander in other levels of consciousness at the same time. I used to receive lots of information on a more subtle level and that was difficult to handle. I used to get into trouble and got told off constantly. (2003: pc)

Inge Bardor, a young Mexican, also comments:

At school, I was always daydreaming and whenever I was coming out of that state, my teachers used to ask me if I was all right. They often informed my parents about my so-called imaginary states and strange behaviour. (Reported by Melkisedeck, 2000: ea) ^[8]

José de Zor, a psychologist and researcher at Hispamat (Madrid, Spain) comments on the benefits of working in alpha waves – between 7.5 and 13 hertz or cycles per second, and the importance of such a state in the education of the third millennium. In one of his very interesting reports, *The frequencies of the brain or the door to time-space*, he writes:

On one hand, being in alpha waves allows us to continue an activity while being fully conscious of our thoughts and our body; or to reword it, to be aware of what we think and what is happening around us at the same time. On the other hand, the fact of being the *lift* of our consciousness to other *floors* of our brain allows us to have access to information that is stored in our subconscious; that is, to 90% of extra-intellectual potential of the sub-conscious.

This state is one of well-being, peace, inner joy and deep relaxation. It feeds our capacity of suggestion and self-suggestion. Everything suggested through alpha waves will be accepted more easily, given that our conscious and rational brains normally use filters.

Music is an efficient instrument to suggest and produce the alpha state. In fact, many instruments produce vibrations close to that frequency [...]. Contemplating the sea, listening to the flow and the sound of the waves also leads us to an alpha state. So does the tone of some people's voice, prayers, perfumes, images, symbols or the Tibetan mandalas for example. (De Zor, 2002: ea) ^[9]

Electricity and magnetism make our brain a mini-radio

José de Zor also stated:

Our brain works basically with biological-chemical-electrical energy. Although the electrical power used by our neurons is very low (it can be measured in mili-volts), the charge is sufficient to process, dispatch and use an infinite quantity of information which in turn generates an infinite amount of answers. The fact of using micro-electricity defines our brain as a low frequency apparatus where there is electricity and electromagnetism; therefore there is emission... or reception...

Do you realise what that means? Apart from processing information conducted by the senses, our brain is able to emit or receive extra-sensorial information through *electromagnetic waves* (at a lower strength) in a similar way to that of a radio receptor. Can you imagine what we are actually saying?! Somehow, the brain is acting like a radio. (De Zor, 2002: ea) ^[10]

This explains why Gaia and Inge, like many other children today, do not suffer from Attention Deficit: they are simply listening *to the radio* in front of their stunned teacher! It is just a matter of tuning into the right wavelength!

3. Cellular memory, a memory in motion in the whole body

The cellular memory is a sort of memory^[11] present in the whole body. Isabel Kambourian, a psychologist, describes it as:

In quantum psychology, the deep memory, the past and the present are located in the same dimension. The future depends on the quality of the data in storage. When you reach the databank of the cellular memory, all sorts of conflicts or traumas can be solved quickly and efficiently, no matter if it is coming from a psychological, emotional or physical origin. We just kind of release the old personal or inherited principles that are still influencing our present life. For the cellular memory, nothing is impossible simply because the DNA retains the information of disease and healing. When the diseased nucleus is freed, life can regenerate itself, on all levels. The body is wise and our neurological system knows it. (Kambourian, 2001: ea)^[12]

On the other hand, Jiménez Vélez affirms:

At a quantum level, distance does not exist, there is no spatial division: everything is infinite and omnipresent. So if two particles vibrated together at some stage, they will be able to continue to do so despite their distance in time and space. The brain works as a hologram in which old memories remain even after the destruction of a great part of the brain; in fact memory seems to have no centre, but is instead dispersed in the whole brain (Jiménez Vélez, 2000)

These studies could help us not only in a therapeutic way, but also in an educational sense. We may discover who we are in the universe or have access to information of other dimensions, to all information stored in the universal memory (Brennan, 1987:147). For all these reasons, the principles of alternative therapies may well be used for the new education. For example : Art therapy could easily be integrated in art teaching, musical therapy into music teaching, crystal therapy into teaching geology and so on. These techniques work wonderfully with children today. These are described in the third part of this book under the name “bio-intelligent tools”, and they give excellent results in health, preventive health and in the learning process of bio-integral education.

A brain circulating in the whole body

According to Candace Pert, (a North American researcher) there is the possibility of a second nervous system in addition to the first, which would work through bio-chemical messages, using what the author calls: *the molecules of emotion*; which could represent a *chemical brain circulating in the whole body*.

She proves that the first molecular component of emotion is a molecule found on the surface of body and brain cells, called opiate receptor. Candace Pert explains:

Normally, receptors are functioning like sensitive molecules or antennas. Like the eyes, the ears, the nose, the tongue, the fingers or the skin, the cells are provided with receptors that have the same function [...]. All the receptors are proteins that come and go, waiting to receive messages from the combined neurotransmitter. These messages fit like a key in its lock; they leave an imprint that forces the molecule to reorganize itself, until there is a *click!* The information is in a cell [...]. (Ortiz, 2002)

Therefore, developing our tactile sense is important both in health and education. It is very important, for example, to give soft daily massages to newborns and infants. And then introduce massages, self-massages and acupressure in schools, from kindergarten to primary and secondary.

4. New children, new education, new era

Here is an excerpt from an interview with a Bolivian researcher, Eduardo Pareja, in relation to the children and youth of today and the new education which is shaping itself with them. (La Paz, 2005: pc)

Eduardo, how can we properly educate these children?

- Through reciprocity. This is not just to educate but to learn simultaneously. We adults, can teach them a little of what we know about methods of adaptation to the Earth today, according to the needs of the context in which we live. And they give us their wisdom. When educating young children, I would point out three important recommendations to consider:
- First, let the boy and girl play, it is their way of adapting to their environment. Only then will we obtain the release of the child's spirit. When maturing this spirit, through games, we may get the optimal results.
- Second, we must find out which is the natural vocation of the child, their natural selection and inherent inclination. When the child feels a natural inclination, they get closer to their vocation or natural affinity. We must see first what the child likes, follow their natural affinities and prepare them in the field they correspond with.
- Third, we are the ones who must adapt and adapt the education to them; in no way we should adjust them to the current education.

Which is the most important shift education should take?

- Education is not a recipe, in fact, there are no recipes. It can only adapt, it is like having a selection of dishes, there is no set meal. We also need to adapt education to every ecological system, each socio-cultural system, every situation and to each individual. It is like a mattress to provide buffer for the child. We should try to understand that these children come from very subtle worlds and the world now is still dense and chaotic, that is why they are in such need for this *cushion*. These children dream intensely and the new education has to go in the direction of these dreams. This is the shift. It expands when we begin to dream of

a reality which the boy and girl are eager to find. We will bring forward the dreams of these children.

What does the child of the new millennium desire?

- These children want peace. These children want to spread love. These children want equality; an equality where there is no evil. They came to prepare the ground for humanity to enter into a golden age. So how do we prepare our boys and girls to help them with their task without disturbing their paths?

So what should we do or not do?

- At least we can provide this cushion that I mentioned before. It consists of three fundamental principles in our ideological strategy for them:

- To isolate the agents of deterioration that can affect the child physically, psychologically and spiritually, such as: negative vibes, punishments, lawsuits, disputes, vandalism, social conflicts, cultural disasters, or unnatural disasters caused by man for example.
- Keep the mood of the child in perfect condition.
- Maintain their thinking and desires balanced.

What is the way of thinking of these children?

- Holistic. Totally! We do not get even an eighth of the information that they have. They have a very broad view. It is as if us adults had a piece of the picture, and they can place this piece in a mirror system (lets say within a cube of mirrors reflecting to infinity), that makes us see the whole image and several dimensions of it.

What do they bring?

- They bring knowledge, wisdom, vision. We offer, as I said, the experience of physical life. We will benefit greatly because they will open the door of a golden age. By not providing an appropriate education, we close our own doors to the future. So it is not just a need to educate them well, it is an obligation. In this sense, education is sacred. We cannot subject them to what we think now, but to the thoughts of the future. It is our divine responsibility.

So how do you see, in a practical way, the new education with them?

- We speak of an associative, experimental, interactive and multidimensional education.

1. *Associative*: the learning standards of the new children are based more on partnership than linear thinking. The new child only needs to associate with *what they already know*.

2. *Experimental*: to experience everything!

3. *Interactive*: they are *part of*, while we are still fragmented observers and analysers. They live the fact that they are part of an interactive relationship with nature (not like us, we were educated the other way round). They say: "We are part of Nature."

4. *Multidimensional*: they can perceive more than us, as I mentioned before. We perceive an eighth of what they perceive, in several levels and various dimensions of knowledge (cognitive, emotional, astral, psychological, spiritual), and all through the vision of love. That gives them a level of *expertise* that adults do not have, or rather, we have it, but it is not awake.

Therefore, we speak of a flexible and whole education, where the divine and human blend together, the education of the new times.

The education of the third millennium is associative, experimental, interactive and multidimensional.

INTERACTIVE ACTIVITIES

No. 11: **Breaking the mold**

Think and write about the following issues:

1. Is it necessary to force your child or pupil to fit in the mould of the education of today, even if you can see that it has become too small and obsolete?
2. Do you have the courage to create other broader, comfortable and fun educational mechanisms which can fulfil their needs and talents?
3. What is more important to me? Write or draw your current feelings.

INTERACTIVE ACTIVITIES

No. 12: **Being at peace with my past**

1. List everything that you did not like about the education of your childhood.
2. Promise yourself not to repeat what you did not like about your own education. Break that chain, have the courage not to reproduce these patterns. Write here the changes you want to achieve.
3. Be in peace with your past in order to move forward. Release and forgive all the emotional baggage of the past and forgive yourself. Understand that your teachers did the best they could with the information of their time.
4. List everything that you did like. Be thankful for it and pass it to your children and students.
5. Write down here how you feel about it. If you enjoy living with your children and students, this is an indicator that you are doing things well. It is simple, do what your heart, intuition and common sense tells you to do.

1. <http://www.babyschool.com/methods.html> ↵

2. Excerpt of Dr. Shichida's works - Japan ↵

3. Angel is an artist and visionary Colombian nation Paez indigenous peoples in the south of Colombia. ↵

4. In English : <http://www.healingsounds.com/articles/newfrontiers-sound-healing.asp> ↵

5. View page in English Dr. Monroe, Hemi-Sync ®, <http://www.monroeinstitute.org/> In Spanish: <http://www.nueva-mente.com/principalhemi.htm> ↵

6. The following information was taken from: <http://xuyun.zatma.org/Spanish/Dharma/Literature/7thWorld/7thworld- chapter19.html> and <http://www.hispamap.net/ondas.htm>, the report Frequencies brain or door space-time with the permission of its author, Dr. Jose de Zor GM ↵

7. Extract of work by Dr. Shichida and by Dr. de Zor. ↵

8. <http://www.spiritofmaat.com/archive/oct1/prns/inge.htm> ↵

9. <http://www.hispamap.net/ondas.htm>
10. <http://www.hispamap.net/ondas.htm>
11. Not to be confused with the memory cell therapeutic method, a natural way of diagnosing the body's response to muscle cell level and therapeutic questions.
12. <http://www.holistica2000.com.ar/speachmemcelu.html> and http://perso.wanadoo.fr/ciel-a-la-terre/Sp/SP_Nuagesenergie.htm

PART III

ESSENTIAL TRANSVERSE RESOURCES, PEDAGOGICAL METHODS AND PRACTICAL TOOLS

CHAPTER 7

Essential transversal resources

“Educating the mind without educating the heart is no education at all.”

Aristotle

Here we present a series of pedagogical resources that are transversal to any educational experience. We call them essential resources because they should help to implement any living, integral, holistic and humane pedagogical practice.

Before analyzing the different methodologies, whether Waldorf, Montessori or any innovative practical project we should take into account different aspects which ensure the conditions for building the foundations of any methodology which would serve the needs of the children today.

- *Harmonization*: to help the child to feel relaxed and harmonized.
- *Emotional Intelligence*: to help the children to work, manage and express their emotions. This way they can achieve emotional balance and clarify their mind which will help them to enjoy and integrate what they are learning.
- *Multiple Intelligences*: To observe and recognize the many expressions of intelligence which the children can manifest, in order to support and not frustrate their learning process.
- *Strategies to make education fun*: to find ways to make classes fun, because we know that if the children do not enjoy it they will not learn it.
- *Sintergetic*: as the educational experience is also a process to heal or to stay healthy.
- *Suggestiology and Superlearning*: teach the children how to breathe properly, to organize the classroom space and to combine appropriately the use of colors and music.
- *The development of the Self through forms, colours, sounds and archetypes*: to help the children feel relaxed, concentrated and connected by using the universal symbols reflected within the order in the universe.

The objective is to make them feel comfortable, relaxed and happy, to guarantee a wonderful learning experience. To do this, we offer you the following essential and transversal resources.

1. Harmonization

It is based on the principle that teachers should be well balanced to fulfil their mission, it is essential for the parents and teachers to know and apply certain simple techniques for individual and group harmonization; they should also learn how to harmonize their classroom or their home. We will describe some of these techniques here.

Inner or individual harmonization

This means to connect with this state of fluidity that we described before, being at peace with oneself, being relaxed. A large amount of humour also helps. It is important to relax, to liberate oneself, not to let events or emotions turn into a tumour; express feelings naturally, at the moment when they emerge; give yourself the right to laugh and cry, to freely forgive and live. We simply cannot progress if we keep our hatreds, our resentment, our bitterness and all our emotional wounds inside... Furthermore, as the children of today absorb everything, we could do them harm. Therefore it is important to constantly maintain a form of inner hygiene.

If you have a disagreement with a child, once you calm down, it is necessary to harmonize the situation by apologizing immediately and by conveying our love, with a good mood, joy and humility. In this way, by leading through example, we can teach the children a good attitude; for them to be able to naturally manage and balance their moods changes.

Good personal harmony can be obtained by relaxation, meditation, breathing exercises. At least once a week it is important for the parents and the teachers to practice (with regularity and discipline) an activity which they like and which energetically realigns them. It could also be activities like yoga, tai chi, dancing, capoeira, outings in nature... or by colouring mandalas.

An important element to achieve harmonization is breathing. French researcher Degryse Paul explains the importance of breathing correctly.

Breathing is the only physiological function that is exercised both automatically and voluntarily. This feature makes breathing a daily bridge between our unconsciousness, a huge reservoir of knowledge and energy, and our consciousness. Halfway between our head and feet, between heaven and earth, the diaphragm, the most powerful muscle of the body, works like a messenger who guarantees the energy connection between spirit and body during the day and night.

Breathing is a source of the most indispensable, direct and subtle energy to be alive. We can stay over 60 days without food, a week without water, but we cannot stay more than 3 or 4 minutes without breathing. Our respiratory rate is fully linked to our mood and emotions [...]. When we change the way we breathe, we immediately change our emotional and effective reactions and mood.

The circulatory system carries oxygen throughout the body, this means that even the smallest of our molecules are in need of our breath. Also breathing relates with our permanent cell renovation and the feeding of the brain. The brain uses approximately 30% of the oxygen we breathe. Good breathing helps us immensely to improve our memory, reasoning, association of ideas, sensory perception as well as the low frequency brain waves and the connection between the two brain hemispheres. It stimulates imagination and creativity.

Deep abdominal breathing allows a natural and gentle massage of all the organs below the diaphragm, kidneys, liver, pancreas, stomach, intestines, gallbladder, and to improve our blood circulation in general. Abdominal breathing allows you to unlock the solar plexus and relieve emotional stress and tension. It also improves voice and verbal communication. (Degryse, 1997:320 ff)

All exercises that aim to improve our conscious breathing have to be taken into account when we are in a state of calm, so that we can use it automatically in case of crisis. It is good to teach children from an early age how to breathe correctly.

Group harmonization

We must create a pleasant environment and take care of the interpersonal relations in the group, by keeping a dialogue based on trust and mutual respect, so that each person can express himself freely and settle conflicts or misunderstandings. Many simple activities exist which allow this group harmonization in the classroom or at home: productive group activities, community work, board games, music bands, collective dances, outings in nature, meals where *all* the food is shared together.

In class, one can create the *Peace Council*, made up of the pupils themselves. They will have the role of listening to the problems in the class and helping pupils to solve them by themselves. All the pupils will be members of the Peace Council by following a rotation system. When the children succeed in agreeing amongst themselves in this manner, they will understand that in life there are ways of coming to agreements without the need of violence.

An older child can also look after a smaller child and help them in case of difficulty or conflict (sometimes the little ones are more at ease with other pupils than with adults). One can propose for the school to hold a General Meeting, which would bring together all the children, the teachers and the staff, with the objective of organizing and planning the activities together; to exchange views on what could be improved and praise each other when something good happens.

Emotion Circles are also important. They are smaller groups which make it possible to liberate and harmonize oneself with other pupils and teachers. According to the culture and practices of the country, this Circle can be called: council, circle, club or any other name the children wish to give.

Everybody sits in a circle and freely shares; everyone can express themselves with confidence. It is even better if they have something to eat and drink at the same time. The children can speak about themselves, the different situations they go through in their life, about people who passed away, the family, the community, the country, of the news of the day, their desires... The more open the topic the better it is. Ideally, adults should not intervene but allow the children to lead the meeting. Better avoid giving advice, but make sure that everyone can express him or herself (for that it is preferable to work in small groups). Wait until the pupils themselves find one or more solutions.

Yhajaira Paz-Castillo, Venezuelan educative-psychologist, explains:

You will be surprised by the topics proposed by the children and the advice they can give to each other; for example, in the case of death of a close relative, the birth of a little brother or sister or when a pupil is going to move to another place... They are no longer afraid to show their feelings and give their opinion. It is preferable to set a time limit and to respect it. If a topic had not been fully discussed, it can be taken up again the next day. They like this activity so much that if one does not set a time limit, they will never stop.

If you want your pupils to respect you, respect them first. Encourage them to establish the *class rules of the game* right at the beginning. While being the co-players in a discipline or work plan, they will be more inclined to respect it. Also, jointly agree the consequences if someone does not follow the *rules of the game*; this way, they will learn how to make decisions together, which will be a great lesson for their entire life.

Explain them the reasons for each lesson and seek with your pupils what application can be introduced in their daily life. Everything is easier to accept when one understands the meaning, the logic and the direct application. Teach them that one does not always have all the answers, but that together one can find them. It is the process: to seek, to ask questions and to satisfy our needs and our curiosity. In fact, the process is the most important part of all.

Harmonization in classrooms and homes

It consists in maintaining the physical hygiene of the places where the children stay daily, by paying special attention to all the corners and by moving the pieces of furniture and objects. Feng Shui recommends keeping everything clean, to throw away what is no longer useful or which is broken or damaged, to repair, to repaint. It is only when the space is clean and when we get rid of – with love – all that which overloaded us energetically, that one can use:

- Perfumes, oils, incense, light and natural fragrances (without chemicals). In the schools, make the pupils themselves manufacture their perfumes. They can do it with the resources of the environment around them.
- Candles and mandalas, which can be made during the manual training workshops at school. Careful with the candles: the children from urban environments are very attracted to fire and they often cannot manage it, simply because they are not taught how to deal with it in their daily life. One can hang the mandalas made by the children on the walls of the classroom.
- To work with colours, lights, volumes, textures.
- Stones and crystals; wash them regularly.
- Plants and flowers.

For the smaller children, provide a magic corner where they are able to organize their personal treasures: leaves, stones, sticks, shells, feathers, snails. If possible, there should be pets (at least fish), small plants and germinating seeds in the classroom. Toys and objects in general should be made out of natural materials and not out of plastic and synthetics. Keep a corner with covers and cushions where they can sleep, read or work lying down.

Sandra Aisenberg and Eduardo Melamud recommend the following harmonization space:

It is necessary to maintain some kind of order and harmony around the children so that they can receive and manage the information in an easy and clear way. This is why they prefer environments with many harmonious colours, if possible with stones. The room where they rest should have a quiet, stable energy and should be painted with light colours while avoiding intense pictures. We have come across cases of angry or very disturbed children because one had modified the order which they themselves had established for their objects, toys or pieces of furniture. They can even sometimes seem obsessed. It is recommended to offer them a space where they can organize themselves as they like and to respect it; there they will find their own identity and emotional stability. (Aisenberg, 2004)

2. How to develop Emotional Intelligence

Healing and developing Emotional Intelligence is one of the basic principles of Pedagogy 3000. Here is an interview with two specialists on the subject; Gaia Medina and Yann Bourquin^[1] (teachers, therapists and musicians, Ecuador, 2006).

Why is it a priority to develop the emotional intelligence of the children today first?

Because emotions guide and rule over our everyday life, they influence our behaviour. If we are sad then we cannot act appropriately, only in a chaotic way. If we are happy, we act differently and more efficiently. Most of the time, problems are emotional and that is why this aspect should be handled first. Children must learn how to identify and manage their emotions from an early age. For them to pay more attention and to be more active within their own reality, to be actors in their own lives, so they can build on their emotional energy to grow and know themselves better.

What is happening at an emotional level during their school years?

At the school level, the children's capacity to learn will be highly diminished if they are not balanced or if they are emotionally saturated. In other words, if they live within their emotions and if these emotions have not been identified and assimilated, then they will not understand what is happening to them and they will not

be able to retain from the intellectual learning activities. They do not refuse to learn, what happens is that their brain is just simply saturated with emotions and there is no room left for anything else. They might encounter social disorders, depending on what type of emotional tension they have.

What is the relationship between the “emotional” and “spiritual”?

Let us first explain what we mean by “spiritual”. Spiritual consciousness means “to keep in mind every second of our life that we are spiritual beings going through a human adventure”, it helps and gives us strength to be consistent with our emotions and not to forget that whatever happens in our life has a meaning, beyond apparent matter. Spirituality is a force, a support.

Once we are in control of our emotions, we are able to be in contact with the invisible world. Exactly like on a musical scale: if you are in DO (the matter), you go one-step and you reach RE (the emotional) and then MI (the spiritual). You cannot jump over a stage because every note is equivalent to a specific vibration. The Emotional level is close to matter, so that is why our inner journey starts here. If we want to vibrate very high (reach MI too quickly) while we still have emotional knots or if we cannot assimilate what we are going through at an emotional level, then we risk falling into a sort of black hole. It can be very dangerous because we risk being manipulated by our emotions without noticing it.

What are the techniques?

There are many techniques and we can learn from the children. The first thing to do is to cultivate a conscious attention to our breathing at every moment of our life, to learn how to consciously breathe during calm moments in order to reproduce this breathing when moments of crisis or emotional tension arise.

Art can also be very helpful: painting, mandalas, modeling, theatre, dance and music or soulful singing, as it is practised in some cultures. We can also pay attention to the colours we use in our interior as well as in our way of dressing, and to pay attention to how we react: How do we feel when we create? When we are modeling a piece of earth? What are we preoccupied with? What do we want to channel or express?

It is always very important to try heal our body. How do we feel physically? Thanks to conscious breathing, it is possible to see where the emotion is placed, where it hurts, where the tension in our body is located. What is it that manipulates us? Is it anger? Is it joy? Emotions must not be blocked; they should flow. If not, if we repress them, they will rotten within us and we will end up falling ill. The human body is the indicator of our emotions. As spiritual beings in matter, we have come here to be able to experience the power of emotions.

Bio-intelligent tools?

All the bio-intelligent tools are useful for working on our emotions. Creative games are widely used. Besides arts and sounds, mentioned earlier, and tales are very useful too. I am not talking about the *big bad wolf* story that scares children, but about the educational or wise tale in which they can identify themselves with the hero or heroine and build their personality and ethical values with confidence and strength. We also propose small psychological dramas based on emotions. One is dealing with anger, another with joy.... Then, we try to focus on balancing our energies. First, we learn how to sort out the different emotions, then we speak about them and try to develop our emotional intelligence. Emotional Intelligence can be defined as “the capacity to recognize the emotion that emerges and to be able to naturally put it into words”. What drove me to act like this? What did I like? What did I dislike? How can I change it? How could I react next time?

Why body consciousness?

We recommend practising body consciousness because the body fixes everything that happens to us. However, we all experience emotions in our body differently; it is impossible to make general statements.

We recommend working on the connection with Mother Earth. It gives children a strong stability and protects them. And it is also better if the boys and girls could drink some pure water before and after the exercise.

First, we have to recognize our own emotions, to be able to identify them and name them, then to we should analyse them, that is to learn how to channel emotions without repressing them, without hurting ourselves or others.

What breathing exercises can be done with children?

- With young children we can do the following exercise:

1. Ask them to lie face up. Place, for example, a soft toy next to their belly and ask them to raise and lower the toy by breathing in and out. It teaches them good abdominal breathing habits.
2. We can also use other ways of breathing, playing with the air, such as blowing, yawning, breathing with their whole body, making weird sounds to imitate the wind, and so on.
3. Playing with the body and then to do a body awareness exercise, by lying the children down and asking them to feel their body and breathe. In general, all games of body awareness, which include breathing, are positive.
4. Heart Conscious breathing is very important because the emotional computer is in the heart.
5. And simple Yoga, Tai Chi or Chi Kong exercises.

You can start from the ages of 3 or 4, as soon as possible, and if they see us working with our breathing then they will learn earlier. When working with our breathing and body awareness it is important for the session to start with something physical, some active games and gradually begin to relax the action and then we can begin the proper breathing and relaxation work.

Other activities to reinforce children’s emotional intelligence

We can give other examples of activities that will strengthen children’s emotional intelligence as well as their confidence.

1. “*Today I feel...*” exercise. Depending on their age and tastes, they will have the choice to express “*the way they feel today*” through drawing, miming, dancing, writing or singing. Sometimes, they will find it easier to express themselves through their body. If a child feels bad, we need to help him to understand why and to try find a solution with him. Then the exercise carries on with a *liberating* activity (running, shouting, doing sports, kicking the air) and to finish with a relaxation moment. After that, the child will be asked to describe through a medium of his choice how he would like to feel, and how he would like his family, animals, plants, the earth, to feel...
2. “*Today will be, the earth will be*” exercise or any positive projection that will channel children’s feeling and their confidence. It can be achieved through any medium mentioned in the first exercise.
3. Exercise on “*empathy*”. We will ask several children how they feel and how they think their classmates feel. Then what is shared will be written, drawn or

told.

4. Group exercises and exercises on “assertion”. For example, everybody begins holding hands and breathing deeply. Then we all try finding a beautiful statement. We may invent the lyrics of a song or re-write the lyrics of some well-known songs that we find too negative, sad or pessimistic; we may also play social games, set up group activities or propose tasks achieved in small groups.
5. Get into the habit of thinking and acting *positively*. For example, if somebody asks: “Where are the crayons?” the child or the adult will answer: “I don’t know but I am sure that you will find them. Shall I help you to find them?” instead of simply answering: “I don’t know”, as if we could not be bothered.
6. Exercises aimed at learning how to make positives statements. “I give lots of love and light to the Earth, to the animals, to the plants, I love myself as I am, I agree with me, I am handsome, I am beautiful. . .” It is important for children to understand as soon as possible that they can have an effect on what they perceive and how they feel intellectually and intuitively if they make positive statements. By not doing so, they may get sadder and sadder. Among the alternative therapies, we can find the so called “energetic” ones, which propose several exercises that even young children can practise. They are recreational and can help them to find balance, to strengthen and assert themselves and to develop their emotional and spiritual progress.
7. Before starting any new activity, make sure that every child is emotionally sound. If this is not the case, their retention of information will drop by 80%, which means that he/she will not be able to benefit from the lesson. With older children, as it was mentioned before, it may be interesting to organize parents’ committees, school assemblies, meetings and debates referring to important values or issues. (See below the paragraph concerning group harmonization)
8. Generally speaking, it is important that from an early age, children learn how to manage visualisations and statements, to help them understand the power of love and intentions. It is also important for teachers, psychologists and parents to familiarize themselves with such techniques, as they have already proved to be more than efficient with the children of today.

Maricarmen Delgado Bolivian psychologist says:

At first, I had some resistance to use alternative techniques in my consulting room, which is within an important and traditional school of La Paz. What would they think of me as a professional! But the first week of class, I had very rapid and spectacular results with students who came to me. I am now convinced that visualization and light techniques work very well with children today and I firmly recommend them to my colleagues. I think we are introducing a new psychology that works very well with children: psychology and holistic bio-energy. (Delgado, 2006: pc)

Creativity in my personal life

“What is imagination? It is the first step to create any project, before materializing it. It only exists in our imagination” says lead researcher Ray Sorigué Catalan (Sorigué, 1998:1). Ray shares some secrets about certain special moments of creativity and about the emotional life of children.

The magical moments:

- When you open your eyes in the morning and you know you feel at home.
- When someone hugs you, caress for you and kiss you.
- When you meet with your classmates.
- When you laugh, play, sing, dance and feel your heart pounding.
- When you pet an animal.
- When you go to sleep and feel wrapped in great peace. (Sorigué, 1998:31)

Also when you wake up and take your first conscious breath in the morning for the Universe.

Magical Gifts

- Get close to a grandfather or grandmother and give them a big and tender smile.
- Smell bread baking in the oven and thank the pin, land, rain, sun, wind, the farmer, the miller and the baker.
- Look at the hands of a blacksmith, a carpenter, a mechanic, a cook, a gardener, a florist . . . and thank them for what they do.
- Every day, say “I love you” (at least three times) to someone and yourself.
- Give a flower or something you made from your heart like a drawing to someone you love at least once a week. (Sorigué, 1998:31)

Instrumentalisation of the development of Emotional Intelligence and the Culture of Peace at schools.

Emotional Intelligence				Culture of Peace
Stage 1	Stage 2	Stage 3	Stage 4	
To identify my own emotions.	To identify other people’s emotions.	To be able to work in teams.	To strengthen the other characteristics of Emotional Intelligence.	It is about encouraging and implementing the principles of the Culture of Peace in schools in order to diminish the level of violence.
To channel my emotions without repressing them, without pain for me or the others.	To help others, but without pity or paternalism.	To use all the principles of Interpersonal Intelligence.	To practise exercises based on : <ul style="list-style-type: none"> . Metaphysical language . Symbols . Spontaneous answers . Associations . Collaboration . The triggering effect . Freedom . Perception . Personalised thinking . Healing 	
We can use the following techniques : <ul style="list-style-type: none"> . Conscious breathing. . Artwork, theatre, dance, music. . Any exercise that use the body in a conscious way. . All the games or creative tales in which the main character or the hero has to school his emotions. . Any exercises to strengthen the confidence of the child, the teachers and the parents. . Any exercise that valorizes the child’s name. . Any exercise of assertion or positive thinking. . Energetic re-balance through games or others. . Chi Kung or Tai Chi for adults. . Yoga for children (quicker and more adapted to them) . Aikido, Karate or Kung Fu for the children . “Rooting” exercises 				We can use the following techniques : <ul style="list-style-type: none"> . Non Violent Communication workshops for children, parents and teachers. . A campaign of <i>positive thinking</i> in the whole school. . Viewing of Peace-orientated movies and teaching about their heroes in the Curriculum. . Exercises of breathing during recreation time and brain gym. . Everyday relaxation exercises (postures, tension and relaxation of the muscles).

. Visualization. . Meditation. . Messages and yoga for everybody, (teachers and parents included). . Broadcasting of music in the school at specific moments. . Silent reading sessions.
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The following chart summarizes the tools that could help to develop Emotional Intelligence and what we will call more commonly as the “Culture of Peace” in schools for all levels.

Interactive exercise

No. 19: Magical moments (suggested by Ray Sorigué)

Observe the magical moments that occur with children and with you. Take care and promote these special moments, these magical gifts, which for example could happen:

- When awakening.....
- At bedtime.....
- When giving a hug.....
- When stroking someone.....
- When kissing.....
- When laughing.....
- When playing.....
- When singing.....
- When dancing.....
- When taking care of pets and plants.....

For each point, think and write on the lines or in your notebook what you intend to do.

No. 20: Magical presents

1. Write down some ideas of what you consider magical presents, according to your culture, tradition and ecological and social environment to share with you children, grandchildren or pupils.
2. Make a list of magical moments within you culture. Observe why they are magical and honour them.
3. How to integrate Multiple Intelligences at home and at school

It is important to practise multiple intelligences at school and at home, because the children need to develop each of them. Depending on their personal affinity and prevalent intelligence, teachers can provide them with adequate tools to guide their development. It would be ideal if each child was evaluated during their first year at school in order to figure out what their favourite way of learning is. However, we need to keep in mind:

- Every one of us is endowed with all the forms of intelligences.
- Each form of intelligence can be improved.
- An evaluation would only provide a snap-shot profile; profiles continuously change!
- Multiple Intelligences are meant to help us identify what our resources are and to encourage each of us to develop them; they are certainly not meant to label us!

In countries or districts with limited means, teachers, parents and students can invent, create and build what they need with the resources their environment offers them. You can even create with the children objects which correspond with the intelligence they relate most with and at the same time generate resources for the school.

We will list below the teaching tools and material that suit each learning type.

Linguistic intelligence: books, Dictaphones, papers, newspapers, crosswords/mixed letters, magazines, shorts stories, dictionaries. To give the children the opportunity to express themselves through debates, interviews, conferences, press releases, television or radio programs. In indigenoussness communities regularly invite the elders to school or take the young ones to them so they can share knowledge together.

Logical-mathematical intelligence: chess games, abacus, laboratories, and computers; ensure that children can carry out experiments, explore, think, solve problems and lead their own researches.

Spatial-visual intelligence: fine arts, brainteasers, building games, videos, images, labyrinths, trips, exhibition events. This way, children can enjoy themselves by having the time to draw, build, invent and create new things, to daydream and play with machines. They also often like to look at maps, designs, pictures, videos and movies.

Corporal-kinaesthetic intelligence: theatres, psychomotor rooms, gyms, martial arts studios (with good masters), manual-work rooms, multi-functional parks, traditional circle dances. Circle dances like the ones taught in the Findhorn^[2] community are excellent for this type of intelligence. When they learn, children need to move, to touch things, to interact with their environment, to speak, to express themselves with gestures and to feel through their body what they learn. These children need to experience physical exercise (sport, dance, capoeira, belly dancing) and crafts. They need to continuously move in a creative state. They are in constant movement and these movements connect them with their essence, the pulse of the universe, the Earth, the sky, the heart, life... Imposing on them immobility would mean “disconnecting” them and making them feel unwell. This is valid for adults, too.

Musical intelligence: To make them listen to all sorts of music or instruments. Children need a musical medium in their education, whatever it is. They enjoy attending concerts, creating bands or choirs. They love singing, listening to music, dancing or playing an instrument. They need to remember melodies, rhythms, to dance, to whistle, to

recognize tones, to compose music, to understand the structure and the rhythms of music. They learn better through rhythm, melody and music.

Interpersonal intelligence: teamwork, clubs, exhibitions, parties, apprenticeships, mentors. These children need to work in groups and share responsibilities. They enjoy having friends, exchanging with others and integrating groups and teams. They learn much better if they can share, exchange and cooperate.

Intrapersonal intelligence: secret places, alternative schooling, distance learning. They need their own personal space when alone or quiet. That way they can “flow” with the time, without any pressure, just developing a personally grounded global consciousness. They like to explore their own personality: for example by writing an autobiography or their own book.

Naturalistic intelligence: outdoor spaces, equipment to observe nature, outings in the countryside and summer camps. Using direct observation as a teaching technique to discover natural science, watching documentaries on ecology, environment, astronomy and natural science.

Thomas Armstrong in “Educational Leadership”^[3] comments:

Each individual is a unique combination of all the intelligences and we cannot be endowed with only one. Therefore, each individual has a specific way of learning which results from that combination. The best way to learn is through that combination. Such a concept is easy to transfer to children. If we combine our educational approach with those intelligences and if we let the children use words, images, their body, numbers, music, in harmony with their environment, social interaction and consciousness.then we will get much better results at school and have happier children and teachers. (Armstrong, 2004)

INTERACTIVE EXERCISES:

No. 21 Multiple Intelligences

Multiple Intelligences in the Education of the Person.

- How to diagnose the intelligences of your students, p: 73. Guide to make a good diagnosis, p: 75

- Activities to develop multiple intelligences, p: 81. Resources to develop multiple intelligences, p:88

3. Study Thomas Armstrong’s book, Multiple Intelligences. *How to discover and encourage them in your children.*

- How to discover multiple intelligences in your child, p: 20. How to ensure the best education for your child, p: 76

- Intelligence begins with the body, p: 109. Parent’s Guide to Multiple Intelligences, p: 237

4. Practical exercises in both books. Seek for more information on the web.

4. Suggestion Science and Super-learning: an infinity of resources

The miracles of Suggestion Science

Dr. Georgi Kirilov Lozanov, neuro-psychiatrist and psychotherapist, born in 1926 in Sofia, Bulgaria. He created a new psychological science called: “Suggestion Science” and “Suggestion Therapy”. That name was first used in Bulgaria in 1966 in educational subjects and more particularly in the teaching of foreign languages. Suggestion Science aims at conceptualising and studying the suggestive aspects of our psychological life as well as studying individuals in the diverse and complex interactions with their own environment. It is the science of unconscious and subliminal communication, which is capable of revealing and activating the resources of the personality.

Dr. Lozanov had first collaborated with Dr. Evelyn Gateva, a pioneer in introducing arts, music and dance in educational systems. Later, and with the help of the Chief Education Officer of the University of Sofia, he created and managed a Centre of Suggestion Science and Personality Development. This centre still exists and leads researches in education and psychotherapy. The mechanisms of Suggestion Science have given incredible results. In a report sent to UNESCO in 1978, Lozanov was already predicting that:

Education, teaching methods and personal development should be considered as one reality. I believe that the straining tension and angst met in most educational systems comes mainly from the insecurity of the student, from his lack of confidence in his own capacity of understanding and memorising and from the pressure he is under when new information is sent to him (Lozanov, 1976).

UNESCO accepted the new artistic variations of Suggestion Science and during a Congress held in Sofia in 1978, the Educational Committee approved and recognized the method and recommended its assimilation and encouraged to train all the teachers rigorously in the matter.

Super- Learning 2000

The concept of Super-Learning was invented in 1979 by two psychologists: Sheila Ostrander and Lynn Schroeder. They developed it from the brilliant and exceptional contribution of Dr. Lozanov’s works on Suggestion Science throughout the Western educational system.

It is a teaching approach that develops mental and physical resources through a range of attractive stimulation techniques of the five senses and the synchronization of breathing, heart beats and brain rhythms.

Super-Learning 2000 ^[4]stimulates consciousness, the subconscious, senses, emotions and the body all together. Its goal is to offer the students a way of learning that will allow them to use the hidden capacities in their mind and to process information in a more logical and creative way.

Super-Learning 2000 mixes several techniques and strategies aimed at developing the learning process in a holistic way. By doing so, people learn more about themselves, they get more committed, they try to find their own rules and they also grasp a wider vision of what learning means.

Super-Learning 2000 requires the attention of the body, the mind and the creative abilities in order to increase efficiency in some fields like: developing memory, sports, intuition and logic when decisions need to be made and to stimulate human relationships.

Also, Super-Learning 2000 aims at improving relationships between members of the school team. According to the method, it is necessary to know oneself well (pupils and teachers) in order to give some meaning to personal experiences and to be aware at the same time of each others’ limits and potentials.

Music is an important tool in Super-Learning 2000. Sheila Ostrander says: “Music is our great ally in the classroom”.

For the past 40 years, experiences of this type gave birth to small independent educational centres around the world. These centres had excellent results with their pupils and they have been encouraging the development of another type of education for the new millennium.

The importance of Rhythmic Breathing

In order to benefit from Super-Learning, it is absolutely necessary to master ‘rhythmic breathing’; it increases oxygenation and enhances the quality of life. The more the brain is oxygenated, the clearer the thoughts are; the more lucid, efficient and intelligent we become.

Rhythmic breathing regulates the inspiration, the flow and the expiration of air, which means that the brain is irrigated regularly following a certain rhythm. The benefits are numerous:

- When there is enough oxygen in the blood this provides better physical and chemical conditions for the development of the body.
- Muscles are relaxed and free of useless nervous tensions.
- Rhythmic breathing helps to concentrate, to fix our attention.
- Rhythmic breathing is the most favourable physiological state for mental activity.
- It improves the blood circulation in the brain.

Teachers will have to teach and practise the techniques of breathing and relaxation in order to release the pupils from any source of stress, worry or hyperactivity, and that way help them to reach the Super-Learning level.

Paul Degryse, a French researcher says: “Any substantial change starts with the change in our way of breathing” (Degryse, 1997).

Any substantial change starts with the change in our way of breathing.

Spatial organization of the classroom

Education is experiencing a time of change, which is increasingly leading to widen our freedom of speech and aiming towards a more horizontal communication. If a teacher wants to create a more open environment and dialogue through assertive communication, they should organize the classroom in small groups, arrange the desks in small islands or by forming a U-shape or in circles, but never to use lines or individual desks.

The colour and music as a resource to create an appropriate environment to learn

In conjunction with what is been mentioned above, it is also necessary to consider the colour of the walls of the classroom, as well as the anatomy of the furniture and the environmental temperature. One of these studies was done by Marcelo Viggiano, director of the Spanish-American School of Feng Shui in Argentina, who says: “We understand that what we call colour is actually the visual perception of a form of energy. A colour is a visible spectrum of light, so it is an electromagnetic wave of a certain length. Colour is one of the most significant elements of our surroundings: colours have psychological and physiological effects and carry a meaning based on cultural and personal associations.”

It is best to use warm colours, vibrant but not over-stimulating. Never use grey, which creates personality ambiguity and depression. If possible, use materials and furniture made from natural ingredients and which are aesthetic. Every school environment must be extremely clean, tidy and full of sunshine, flowers, plants and grass.

5. Syntergetic, an educational approach of synthesis

May you discover the art of being yourself

in the magic moment

of the instant.

Jorge Carvajal Posada

It is particularly interesting to make a parallel between Dr. Jorge Carvajal Posada’s theories on “*Syntergetic*” health and the present education, and to put into practice his knowledge and experience for a new educational system. The following article “*Towards an education of synthesis*” was sent to us by Dr. Fernando Arizabal Loaiza^[5], a “syntergetic” doctor from Lima in Peru.

An inter-dependent world

It has been some time now that our vision of the world, of the universe and of ourselves has been changing. We are in the process of transcending the old paradigm that consists in believing that we were lost souls living on a cold, hostile, lifeless and isolated planet where we were wandering under the influence of unknown laws of life, like weather vanes swaying in the wind. We are just starting to realise and discover an integrated, connected, organic, ecological world; a world of interdependency that is far from the present values of competitiveness, selfishness, consumerism, injustice, division and exploitation, which are prevalent in our current societies. Slowly we are discovering the infinite possibilities of plenitude and latent development in every human being.

The conjugation of the present crisis and the new relationships between mankind, the planet and the universe are giving birth to a new vision of life, at all the levels of human knowledge: physical, biological, medical, educational, psychological, economical, philosophical, sociological, political and artistic, among others. We are beginning to understand more clearly that the universe is a big web in which we are a significant member. The universe is part of us and we are part of it. It is about time to understand that we live in a network of interdependent, integrated and interconnected systems. Every thought, every feeling, every action has an impact on our environment, in a good or a bad way; its range of power goes from beginning with us, our family, the community, countries, continents and the whole planet. In other words, we are responsible for what happens and for the consequences of our acts.

The whole crisis that our planet is going through at the moment is the result of the level of evolution of human consciousness; we cannot consider finding a radical, permanent and final solution without getting closer to a global and systemic consciousness and by going through a deep transformation.

It would be pretentious and egocentric to consider the human path beyond the way of evolution; that would lead us straight to destruction and annihilation. We have the responsibility of reconsidering human beings as a complex ecosystem, a set that implies and contains the synthesis of the Whole.

To broaden our vision

Building an “*education of synthesis*” means broadening our and other people’s vision. We have to consider a large, inclusive, and integrative panorama where opposites become complementary, differences are converging points, distinct matters look alike, truth has multiple versions, colours are creating a beautiful rainbow and notes a fantastic melody.

Life is like a diamond with thousands of facets and thousands of angles. We are all able to see our reflection in another person and to understand that what we do to others is what we do to ourselves; we reap what we sow. This is awakening. We are awake when we play the role of transformer agents, links of the Being's great chain, and actors of the great universe's symphony. Each of us plays a note on the instrument of our desires, from the place that life decided for each of us. Being conscious means to perceive what is essential in us and in others, in our acts and in the nature of what is around us.

When we are awakened, we can say: "yes, I am touched, I can feel this pain, and what happens there is also my concern"; we replace indifference for *responsibility*, exclusivity for *inclusion* and inertia or inaction for *participation*. We feel alive, active, and creative; we renounce automatism, repetition and routine. We stop feeling pity for others and for one self because we realise that we are creating our own destiny. We enter the path of synthesis; the good as a global commitment, above everything else.

Sintergetic medicine and the education perspective in health

A new medical culture should be funded based on the spirit of synthesis, in which the events related to the pathogenesis of the disease recognize and analyze without losing the focus of the patient's life.

Sintergetic is a perspective of life and a complementary medical system that promotes the integration between the various energy or vibration medicine systems from the East and West, the traditional medical practices and our current modern medicine, to rescue the best of each therapeutic field. It was created by Dr. Jorge Ivan Carvajal Posada, a Colombian doctor, scientific and mystic, as a proposal that aims to address the need for a change in the way the world, humanity and medicine is viewed, which will lead us to a more human and participatory care system. It bases itself on the principle that everything that exists is a series of aspects or manifestations of consciousness. It considers each human being as a unity of consciousness, as a result of the integration of different energy fields that can be summarized in the following levels: physical, emotional, mental and spiritual. Disease is conceived as a result of a friction created between these levels of consciousness. When we remove these frictions, we allow the energy to flow freely in the system; this is one of the purposes of the Sintergetic perspective. [...]

Each therapist, doctor or healer is an educator when they intend to state during the therapeutic relationship the purpose of creating a change in the consciousness of the patient. Every human relationship heals when it bases itself from the heart. To educate is to awake. This is to free the patient from the victim's attitude to transform them in an apprentice of life. Dr. Fernando Loaiza Arrizabal

A true health worker is a servant, teacher and agent of transformation and change, not so much because of their skill but because of their attitude, to dignify and rescue the human condition. Their best medicine is their good will; their true position in the health system and within the community will be determined by their ability to serve. A health worker does not change anyone but provides the necessary tools for people to enrich their attitude towards disease and life, to bring them to do their best potential. In the impersonal service all our relationships heal. Healing is the same as curing. One can heal the body to relieve the symptoms and physical signs. Healing always tries to integrate, connect and raise our responsibility and change of attitude towards life. One can heal Life although the physical symptoms do not disappear. The new health schools will integrate and make available to all mankind, the best of all medical knowledge, both in terms of technology and ancient wisdom which proposes an harmonious way of life in balance with nature. There will be no better or worse medical systems or therapeutic territories, given the circumstances humanity is facing, all of them are necessary and can be perfectly complementary.

So we are walking towards a new medicine where we all may participate as *teachers, educators and promoters of the great task of healing the human family*; this intention should focus from the heart and express a genuine feeling code. A medicine for large human groups and self-management of patients, self-support groups and therapeutic circles that allow us to strengthen and increase our relationship support as one of the pillars in this new vision, which will also be a culture of healthy human relations based on understanding and love. (Arrizabal, 2008: ea)

Dr. Carvajal says that bioenergetics medicine does not see the human being as a *molecular fossil* and begins to look at it as a *being of light*. It does not distinguish between medicine, consciousness and spirituality.

Will the same happen with education?

There is no difference between education, health, consciousness and spirituality.

One in which we are part of nature and nature of our nature, the same nature, sea of the universal mind in which, the mind is anchored to the heart and the loving understanding will be the main therapeutic tool. Peace, love, tolerance, kindness and friendship are the drugs of a new spiritual pharmacopoeia. Posada Jorge Carvajal

6. Other strategies for a more enjoyable education

There are many other educational strategies that work well with the children and youth today. Besides, they are enjoyable for teachers and learners. It's your turn to explore! Andrés, a 6 year old child from Venezuela, clearly stated: "If it's not fun, I will not do it!" We will name some of the strategies below:

If it's not fun, I will not do it!

Environmental activities

They are techniques that intend to connect children with nature, give them environmental awareness and promote love and care for Mother Earth. Ecological walks offer excellent results in the child's development and it encourages their maturity as citizens. Among other advantages:

- Increases their awareness of the environment.
- Stimulates action.
- Develops a collective spirit.
- Makes one joyful and facilitates them to connect and balance the children and youth's energy.
- Relaxes and helps the teacher to rest.

Neuro-linguistic programming, NLP

Neuro-linguistic programming (NLP) describes a formal and dynamic model of how the brain works, how human beings perceive and how information and experience is processed. It studies the different implications it has for our personal and collective success. It uses inner strategies of successful people and adapts them to the classroom.

Several techniques of NLP could help teachers and students. In fact, it would be very useful to integrate some training courses aimed at teachers. NLP, for example, uses self-discovery activities, role-playing, collective works, interactive dynamics, short films or video clip viewing, etc ...

It is also beneficial for mastering the language of our senses (visual, auditory, and physical), behaviours, multi-sensory flexibility, the structure of inner-experience, sub-modalities and emotional intensity, the keys of Efficient Communication, grading (learn how to observe and to listen to mental states), body language, tone language and connection or synchrony.

The teacher might also find it useful to study *anchoring* techniques (the different types of anchoring can be visual, auditory, physical, self-anchoring and anchoring another person) in order to help *retain* knowledge as well as the techniques of indirect communication, the characteristics of the energetic language, metaphors, anecdotes and different strategies to solve learning problems (spelling, reading, writing, concentration, motivation).

Students need to learn how to work with *mind maps*. It has been proved to be very efficient in organising their work, their ideas and for memorising large amounts of knowledge. Mental cards are especially recommended for children suffering from a lack of concentration or from certain forms of hyperactivity.

NLP also offers the chance to learn how to relax your spirit in order to leave space for creativity and motivation. It proposes effective strategies to reduce pupils' and teachers' stress and to strengthen the natural flowing capacity of learning.

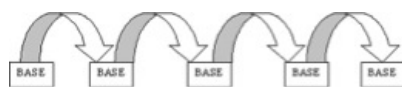
Finally, NLP considers *a sense of humour* as a teaching tool.

“BASE” methodology

It is also called “Return to the Base” method. It is about:

- It begins by working from a data that is known by the pupils, in order to anchor and strengthen them.
- Then, from time to time, it proposes an additional point of reference (or additional base) while the lesson progresses.

It is a combination of the mind map principles and anchorage. When the pupil feels lost, he simply goes back to the previous point he understood or point of anchorage in order to get back to the thread of the lesson. The teacher obviously needs to anchor from time to time a “portion” of the lesson they are conducting. There is no need to anchor everything, only small parts, but it should be done regularly. For example, if you want your pupils to learn the 6 times table, they just need to know very well that $6 \times 6 = 36$ and $6 \times 10 = 60$. The rest can be deducted easily even if they forget. For example: 6×9 is 60 minus 6; 6×7 is 36 plus 6 and so on. *It is an effective way, for the pupil and the teacher, to go back to the base* whenever he/she feels disconnected, out of context or lost. From the base, he/she can resume his/her exploration. It makes students and teachers more secure. In mnemonics, it is interesting to observe that we only need to remember the bases to retrieve sequences of knowledge.



The Base Methodology or Return to the base

In the tradition of some native populations, and from a mystical point of view, the *base* can be understood as the initiation, that is to say the milestone that closes one stage of life and opens another one.

Self-taught methodology

Let us remember that the children of today are independent and excellent self-taught learners. For this reason it is recommended to encourage autonomous individual (or collective) research and learning. Once more, “Teacher and parents must not do all the work!”

The children today are very independent and excellent self-taught learners.

Work projects, the Productive School and Education by Action

Kilpatrick and Dewey, two fervent advocates of Education by Action came up with an extraordinary model, for primary as well as secondary schools. It is wonderful help for children who have socializing difficulties or who have hyperactive tendencies.

What is it exactly about?

- To choose a subject together and to materialize it through a personal or collective project.
- The children are responsible for all the stages of the project.
- They have to ensure that their project has an objective and a practical final result (exhibitions, books, videos, events, radio or television programs, conferences, etc...). It is the most important stage for motivation; parents and teachers must praise the result by every possible mean, allowing the pupils to use all their multiple intelligences, especially the ones they feel most inclined towards.

Here are some extra ideas to complete the model: outings in the countryside, community work or environmental activities, experiments, professional training for secondary school pupils, technical workshops (joinery, silver-smithing, mechanics, cooking, healthcare, emergency aid, alternative medicine, handicrafts, etc) and any type of activity that will materialize knowledge and transform the pupil and his/her environment.

Playing and laughing used as teaching tools

Let us not forget that any recreational activity is always a success, whatever the age of the participant! Graciela Scheines, an Argentinian researcher, made a comment on the subject:

In education, playing is the most effective teaching tool. In the past we used to say *learning is best with pain*, today we could say that *learning is best with games*. We teach children through playful activities, businessmen are

trained through recreational activities, a whole culture is learning by playing. (Scheines, 2001: ea).^[6]

Every teacher should follow a “*laughing-therapy*” course in order to replicate the exercises with their pupils and the parents! In his book “*Life, Love and Laughter*”, Osho explains: “Laughing relaxes, and relaxation is a spiritual process. Laughing brings you back to Earth, away from your stupid ego-oriented ideas. Laughing brings you back to reality as it is”.

Laughing is a regenerating energy, extremely stimulating and motivating.

Mistakes: to make mistakes is very good, it means one is learning. How to evaluate school productivity?

María del Carmen La Valle, an Argentinean educational psychologist warns us:

Using evaluation marks during the first years at school in order to describe the level of a child is far from being enough. Such criteria, if badly used, may lead to frustration, fear and discrimination. It is much more applicable to set up individual evaluations at regular intervals along their learning path. A holistic education cannot develop successfully under the pressure of marks. Instead it needs to provide a serene environment where learning includes making mistakes and to consider them as an inherent part of the learning process.

“It is OK if you make a mistake, it means that you have learnt something and you can carry on and be stronger. It is OK. Do not be afraid to do things, to make mistakes and to carry on”, that is what I always say to my pupils.

The meaning of the word “*test*” should change. Today, pupils are afraid of that word and most of the time their results do not match with their real capacities. In addition, the verb “*to learn*” becomes tinged with a negative connotation, far from the pleasure of learning, and has turned into a mean to reach a result: a mark. (La Valle, 2006: ce)

During the first years at school, using evaluation marks to describe the level of a child is far from being enough. Such criteria, if not used appropriately, may lead to frustration, fear and discrimination.

The value of silence

It is very good to train the value of silence to children. In a previous paragraph concerning spiritual development, we said that taking children out into Nature was a good way to make them discover that “silence is not quiet”. You may also make them sit in a quiet room and ask them to listen with their “inner ear”.

At the IDEJO School in Uruguay, young people start and finish their day with 10 minutes of silence. At Loja school, Ecuador, the students, the teachers and the staff practise Collective Silent Reading 20 minutes a week with a relaxing music (LSC can mean reading, meditating, having a nap, whatever you like as long as you are quiet and do not disturb the person next to you). It is a great alternative for the children or to teach staff who feel uncomfortable with absolute silence.

A silent revolution starts when the same answer appears in several hearts at the same time. Cheh-keh

INTERACTIVE EXERCISES

No. 23: Laughter

1. Look for exercises that make you laugh (joke tales, anecdotes). Or ask the children to talk about situations that made them laugh; invite them to do various funny activities...
2. Write your ideas down and create a book of jokes
3. Think: Which activities should I change in my life to be happier and for people to feel positive and joyful around me? What makes you tired? Write down specific proposals.

7. The development of the Self through forms, colours, sounds and archetypes

The following exercises are suggested by Ray and Carme Solé Vendrell Sorigué, Barcelona, 2007. They are both bio-intelligent, bio-morphic and bio-reconnective, as we will explain in Chapters 9 and 10. Researchers have been implementing them in education and health for over 40 years in schools, libraries and even prisons in Catalonia with great success^[7].

Sacred Geometry Course: the five Platonic solids for children

This is a course that interacts with children in an integrated system of geometry and art, in a fun and creative way:

- The need for children to develop the habit of relaxation and concentration as the primary method for learning and as a healthy attitude towards life and living with others.
- The need to automatically balance the two cerebral hemispheres of the brain and to reconnect.

How is it done?

Firstly, by doing some very simple exercises and yoga breathing to get the children into a state of calmness that will help them achieve a more methodical and balanced work, developing their powers of concentration and synthesis.

Second, we play developing the five Platonic solids (tetrahedron, hexahedron or cube, octahedron, icosahedron and dodecahedron). Then we internalize and

work the sphere as the synthesis of them all.

Third, we supplement the activities with the development of positive values such as cooperation, responsibility, solidarity, generosity, compassion, tolerance, loyalty, perseverance, honesty . . . We specify a purpose or intent as an exercise of discernment in finding the appropriate direction to take. We help the kids through stories that deal with good and dark, where the hero is part of the light.

Variation: The search for a magical item

We start with movement and relaxation exercises to guide the child within by paying attention to their heart rate. Then we sit them down in a relaxed position with their eyes closed and making them breathe slowly.

Then we proceed with a game called *The Mystery of the five Platonic solids* and the warriors of Light. They have to search for an unknown magical object (the sphere) which the warriors of Light must conquer. They would have to pass a series of tests where they will have to reveal the secrets of the five Platonic solids one by one. To be able to keep the magic it is important to keep the secret of the sphere until the end.

In later sessions they will go through the tests to incorporate the power of each of the Platonic solids and the force of the elements attributed to them. The colour, shape and number will be part of the tests to pass.

Develop values. The main feature of the warriors of the Light is to fight peacefully to achieve their purpose. Also, fraternity. Warriors will not know until the end of the game what they are searching for; their mission is to obtain, keep and encourage others to discover it.

The game ends with an inauguration ceremony where they will be given a sphere with a message inside: the forces of the universe will be found in as the five Platonic solids.

Over the years all the warriors of light will remain united in the sphere. This story continues and it is a secret that everyone will keep for during their whole life.

Course of Sound-Colour-Form

The sound is the highest aspect of colour and shape is its manifestation. Sound, colour and shape make up the great *trinity* which takes place against the background of existence. Sound makes the ether vibrate. When the light of ether begins to vibrate by the sound produced by colours the matter begins to shape itself. Teacher D.K. says:

“The whole realm of nature (be it the mineral, vegetable, animal, human or deva kingdoms) has its own basic tone or note, a mantric sound and colour, which is related to the transmuting process of each given kingdom. Knowledge concerning the proper use of sound and colour, makes the human being acquire a gradual understanding of the ceremony of evolution. “(Excerpted from the book *Mithila*, Kumar, 2002:160)

Exercise: Hearing colours and seeing sounds

After the usual relaxation and breathing exercises, we play:

- Listening to a sound or song, and then paint it.
- Go through one or more colours and try to find their sound by singing it.
- Feel the energy of a partner, draw and sing it.
- Look at how appropriate a specific sound is.

Variations

- Eyes blindfolded, guess what colour we have on a sheet of paper. Start with a single colour. The color must be pure and strong. You can play with any part of the body (hand, foot, armpit . . .).
 - Eyes blindfolded, guess which Platonic solid is in front of me. You cannot touch it.
 - Work with a partner (for a more advanced level). Telepathically send a sound (The sound has to be nice) and the other person has to guess what it is.
- Then two people look for a colour, a form and a feeling associated with the sound.

Colour and symbol

- Show different colours to the children and make them talk about how it makes them feel and what they experience. Do not tell them anything, just tell them *very good*, and listen to another child.

- Do colour meditation. Choose a colour associated with the following symbols. Ask each child how they feel. Explain that colours have powers and can heal and transform.

Here are some colors with their own symbol:

Indigo, synthesis and wisdom.

Blue, love and synthesis.

Violet, unity on the physical plane as a single entity.

Red, will power.

Pink, love.

Orange, mental power.

Golden yellow, intelligent activity (intuitive operation).

Light Green, intellectual activity and truth.

Dark green, conditioned activity.

Black, ignorance.

To understand the synthesis of all one should meditate on the indigo (dark blue) colour. To understand what Love Wisdom is one has to meditate on the Blue colour. To reach intuitive planes and to do an intellectual activity we need to meditate on the golden yellow color.

To balance our emotions we need to invoke Pink.

To acquire intellectual understanding we should call the light green color.

To stabilize the existing exercise and to firmly anchor it in the specific field one can meditate on Violet.

In this age of Aquarius a new color is emerging, which is acrylic. All colors are acrylic.

Silver grey. This color is regarded the synthesis we should experience within ourselves to obtain an expansion of our consciousness. It is the color that corresponds to Uranus. The principle of Uranus provides a bridge between life and death, between non-existence and existence, between spirit and matter and it is the birthplace of life in creation, the all-pervading consciousness.

An example of a workshop on archetypes

We start with group and personal harmonization exercises:

- Find your archetype (geometric pattern that represents the energy of oneself), one can do a visualization exercise.
- Draw and paint the archetype, knowing that the figure is working on its own internal tissue or connective tissue. Use only bright colours and avoid using black, brown and maroon.
- Find your personal mantra and chant it.
- Make models that include the Platonic solids, its colours and archetype. Place it in the classroom and / or in your room.

With this system we extract from the ether geometric drawings which contain and synthesize information from a personal and harmonious growth, used as a working tool it reflects on everyday life. Each person has a pattern of perfection as a human being, which is a tool for personal growth. The archetypes emit a sound (which we still cannot hear) that helps to structure the mind while dissolving the negativity, like a thick fog that has been accumulating in the ethers of the earth. As you draw it, your archetype will integrate in you, restructuring your being. If you put it over an affected area of your body, it will have a calming and healing effect.

Exercises to develop the five external / internal senses and the connection to the Earth

1. Play with a leaf.

Blindfolded, smell, touch, feel a leaf of a tree. Then draw the tree from which it comes from.

2. Games of petals.

Blindfolded. Smell, touch, feel the petal of a flower and draw it, with your eyes blindfolded.

3. Game with the energy of earth.

Play with the earth and the elements of nature: leaves, sticks, stones ... We recommend the children to get dirty; please moms; provide clothes, shoes... Make mandalas with coloured stones. Walk blindfolded on different natural textures: sand, rocks, grass, dirt ... Draw the spirit of the Earth, PachaMama, the tree spirit, wind, etc ... Sing to the Earth, get in a circle and let each one say a short verse. Then sing together. Salute the 4 directions. Salute the 7 directions. (Sorigué and Vendrell, 2007: em)

In addition to developing the habit of relaxation and concentration with the children, we also help them to creatively internalize the universal symbols and its essence as a structural basis from which all the order of the universe, our environment and ourselves were born from.

As such, these exercises, besides belonging to the bio-intelligent and bio-morphic techniques, they also open the field towards the so called bio-reconnective tools, which will have a strong role in the education and health of this third millennium

1. Yann Bourquin, Swiss; and Gaia Medina, Spanish. The interview took place in Ecuador, where they worked during several years. They are educators, therapists, musicians and parents of two children. Interview done in the year 2006. ↵
2. Alternative and integral education community from Scotland, England. <http://www.gaia.org.ar/danzas07.htm> ↵
3. Association for Supervision and Curriculum Development, National Education Association of the United States. Dept. of Supervision and Curriculum Development. ↵
4. <http://www.pedagogiaacelerada.com/superapredizajexxi.htm> ↵
5. http://www.yoga.com.mx/yn/links/seccion_viavida.html ↵
6. <http://www.efdeportes.com/efd14/juegos.htm> ↵
7. For more details, write to Carme Sole Vendrell, solmagent@telefonica.net, ray.sorigue@gmail.com ↵

CHAPTER 8

Some innovative and practical methods and experiences

*Give them the freedom to live.
Give them the peace to feel.
Give them the ability to make decisions for the future.
Strengthen their sensitivity through Love*

Eduardo Pareja

No educational method is better than another. We recommend the professionals (teachers, headmasters...) to offer the best of themselves and to try adapt it to their own social, political, cultural, economical and ecological reality. Teachers need to feel comfortable, to feel and believe their vocation. It is important for them to feel good and happy so they can follow their vocation.

In order to illustrate and practise what has been presented in this book, we have chosen seven educational experiments whose methodology and ideology meet the needs of the children of today:

1. Steiner School, or “Waldorf Education”, an educational method focused on the Being.
2. Montessori Method, based on human potential.
3. Kilpatrick model, based on action.
4. An example of integral development, the “Idejo”.
5. *Kurmi Wasi*, a school of Diversity.
6. ASIRI Method in Peru, the education of today and tomorrow.
7. The pilot project Ayllu *Wiñay Qhana*

It is interesting to notice that such experiments, like many others, started from personal initiatives. Today, some are recognized and used on a world-wide scale, achieving positive results. They prove that the changes happening today are *fundamental* changes. Without a doubt, developing alternative educational experiments is necessary, whether it is done individually or in collaboration with different Ministries of Education.

In fact, most of the alternative approaches and schools in South America were created by parents who were aspiring to offer something different for their children. Such initiatives have set the path for change and require lots of courage, passion, tenacity and flexibility. People have to build, to learn and to constantly evolve.

1. Steiner schools (or the Waldorf method), a method based on the Being.

The Waldorf method was named after the first school built by Rudolf Steiner (1861-1925, Austria). The main goal of this method is to educate children as a whole (heart, mind and body) and to build for them a sane, secure and nurturing environment. A child is meant to experience things physically and to feel them before he can understand them. The Waldorf method is based on the principles of anthroposophy, or as they were presented in a few words by Rudolf Steiner: “a path of knowledge that is meant to guide them from being an individual to their universal and spiritual essence”.

Jorgelina Rios, a psychologist, gives the following explanation:

Anthroposophy asserts three main principals:

- The presence of a spiritual entity in every human being.
- The visible world around us includes an invisible dimension and it is up to us to explore and discover it.
- Anthroposophy is not a system of beliefs, but an incentive to make an inner journey to our own self-fulfilment and for the activation of our own spiritual strength.

Anthroposophy defines itself as an invitation to travel on that path and explore different aspects of life.

At an educational level, the goal is to lead individuals to achieve a progressive self-fulfilment until they are capable of self-determination: “As teachers, our mission is to help each individual to reveal his or her hidden essence and to allow a healthy and free development” said Steiner.

At Steiner schools, art plays an important role as an educational tool. Artistic activities require imagination and creativity and develop sensitivity. On the one hand, they are always represented by the senses (colours, shapes, tones, sounds, etc.) and on the other hand, they express a will of creative materialization that goes beyond our sense expression. This is why artistic activities are the best mediator between the sensorial and the spiritual nature of the human being.

The main characteristic of Steiner’s method is to “develop individuals so they will be able to give a meaning to their lives by themselves”. Steiner’s approach aims at educating children as a whole: “heart, mind and body”. At Steiner schools, the curriculum is stretched as long as necessary, but it is equally divided into artistic, general and practical subjects. Teachers do their best to encourage children to cultivate an appreciation for learning, far from competitions, exams and qualifications. Teachers deliberately use art as well as other activities to reveal self-motivation.

What are recommended activities by the Waldorf method?

- Steiner nursery and day-nursery schools do not teach intellectual or regular school subjects; they are left aside during the first years of the child’s development.
- During primary school, children keep the same teacher and stay in the same group for five years.

- Art, music, gardening, foreign languages ... are essential activities in Steiner schools. During the first years, every topic is introduced by an artistic activity because children respond much better to them than any other tools such as reading or repetitive teaching.
- There are no "school books" during the first four years. Children have their own "lesson notebook" that they fill in during each year. They make their own "handbook" in which they compile their experiences and what they have learnt. Later, in more advanced classes, they do use handbooks to supplement their lessons.
- There is no competition in Steiner schools and therefore no marks. The teacher fills in a "qualification notebook" in detail for each pupil.
- Electronic tools, television in particular, are not advisable for children.^[1]
- Regular school subjects like history, science, literature or mathematics are taught for two to three hours a day for a period of three to five weeks only.
- Manual activities: weaving, crochet, sewing, joinery, toy-making and sports activities (eurhythmy, gymnastics, swimming and collective games).
- Every child, boy or girl, learns how to weave.
- Steiner schools welcome children from every religious background. Spiritual guidance only aims at awakening children's natural wonder for the beauty of life. (Rios, 2006: pc).

Interview with teacher Jorgelina Rios

Jorgelina, what can you observe in the parents today?

- It is good to see that parents today are more permissive and this really helps us as educators. They are beginning to discern the difference between being cheeky and naughty. They allow the boy and girl to get dirty, climb trees, do things on their own and to have initiative.

What about the teachers?

- For the teachers in Bolivia, it is even more difficult. They fear that the parents or the director will get angry with them so, in general, they continue to apply rigid principles. One has to understand that it is not easy for them and, we all know, they are so poorly paid! I care for them a lot.

What about the children?

- As for the children I have noticed that for the past ten years they are fully awoken and they adapt very quickly. For example, in less than a week, sometimes in just one day, they adapt easily to the nursery. They are very emotional; for example, they feel a lot of empathy for ants. They feel the pain of others. They are very curious. They express their feelings. They think in creative ways and have no need to memorize. They are very independent. From the moment they enter school, this is, since the age of two, they need to know the explanation for everything! If they accept your explanation, everything is fine, if they do not, nothing will make them change their minds!

From your experience, what advice can you give us to develop the education today?

- As educational standards, I advise the following:

1. Talk to them in a clear, sincere, simple manner.
2. Show them that you (the adult) are a human being, just like them, with rights and obligations.
3. Sincerely express your own emotions.
4. If something bothers you, always say it. You also have your limits.
5. Learn how to set consistent, realistic and firm limits, rules and regulations. Never shout, just try to naturally talk with them.
6. At the same time, let them be. That is, we must learn how to be more flexible with decisions that do not concern them; that do not alter their physical safety, morally and emotionally, let them dress as they feel like, and within these parameters let them do the things they feel like doing. These are activities which develop their creativity and coordination skills.
7. Sometimes you have to be firm, and there are times when you have to be permissive. We do not only have to be firm or permissive.
8. Listen to the children. It is extremely important. They can give you really good advice.
9. Respect their age. For example, when they are two or three years old, one should be affectionate, to work on values, playfulness, freedom, self-esteem

It is not the age where they have to learn how to read or write.

What recommendation can you offer to the parents?

- I recommend the parents to try not to be so "parents" and to be more human. To relax! To enjoy their sons and daughters!

And for the teachers?

- I ask the teachers to dream and believe in what they use to think and feel when they started the profession.

It is very important to know when to be firm and when to be permissive.

The Waldorf Method and the children of today.

María del Carmen La Valle, an Argentinean educational psychologist, highlights some important aspects of the Waldorf method that meet the needs of the children from the new millennium.

- *The teacher as a model:*

an example for the child. The link between the pupil and the teacher must be personal and based on love. This link is particularly important as the children of today feel everything and react like "super-absorbent sponges".

- School must be a place where children can learn how to *discover what their gifts are*, to develop them and cherish them. Once again, this aspect is essential for the children of today; they need to identify what their vocation and mission, individual or collective, is (Life project or Personal project) and prepare themselves thoroughly for it.

- Rhythm is a fundamental notion for the human being. It is practised through games or through eurhythmy (a kind of "harmonious rhythm", a new form of "art movement" created by R. Steiner and closely related to sound and speech)

- Reading, writing and counting must not be learnt too early; children are not ready for these matters before the age of 7.

- The learning content must be adapted to children's needs and centres of interest; bridges are necessary to link various subjects.

- Fraternity, cooperation and equality of rights must be taught and respected principles.

- The need for written exams and marks should be reduced, especially during the first years at school when such tools generate frustration, fear and discrimination.

- Not using art as a subject to study, but as a vector for transmitting and teaching other subjects: by using rhythm and art with other intellectual subjects, feelings and will.

- Being in touch with nature should be encouraged in every subject where environment and ecology are concerned. (La Valle, 2006: pc)

2. Montessori Method, based on human potential

Maria Montessori^[2] (1870-1952, Italy), the doctor who created this method, was particularly gifted in observing children as they really are and not as adults would like them to be. Her method is based on the following principle:

“Children are able to learn by themselves”.

The word education must not be understood as teaching, but as a way to guide the child’s psychological development. It should not be thought as a transmission of knowledge but as a new path which seeks to wake up the human potential we all have. Maria Montessori.

An educational method for self-esteem

People can only be able to project themselves into a successful and positive future if they have developed their self-esteem at an early age. The Montessori Method^[3] is based on competition-free activities as it helps children to develop a positive image of themselves, to strengthen their confidence and remain optimistic in a challenging or changing situation.

You will find below part of an interview with Claudia Esquivel Velle, a teacher or *guide*, as Maria Montessori called them, from the Barrie Montessori School in Santiago, Chile.

Claudia, why does the Montessori method works in multi-grade?

- Because it shows our differences. Although the multi-grade system requires more attention, more memory, observation by the teacher, and more work to be able to develop more strategies to identify the needs of each child to give them an answer; it also has many advantages. It completely avoids standardization and it helps teaching the child to respect differences and to be solidary. It prepares them better for real life situations, where everyone lives with different biological rhythms, personalities, ages and interests, where one learns how to handle other people’s good and bad moods.

What tools have been created by the Montessori Method that relates to the emotional aspect, so important for the children of today?

- Observe the children all the time. Children show us what stages to follow to meet their needs.
- Consider children as integral beings; we cannot divide them to serve the subject we want to teach.
- Strengthen their emotional aspect. We know today that the emotional quotient is as important as the intelligence quotient, if not more.
- To ensure that children feel comfortable, their physical environment must be pleasant and attractive; their emotional environment must be stable and tender. Children must feel that they are loved and looked after with care and attention.

The method we use allows children to work at their own rhythm without losing time. We (the guides) just help them to organise their time, according to how they feel at each moment. We know that their emotions have a great influence on their concentration and rhythm. At the beginning and at the end of each day, we gather around in a *circle* where we share and pay attention to everybody’s emotions. Children can express themselves and practice some self-esteem and friendship exercises. At last, and this might be one of the most essential points, the teacher must *feel good*.

Feel good?

Yes. We pay a lot of attention to the teacher’s self-fulfilment. We, the teachers, are like models or examples for the children, so we must be sure that we are balanced and centered, always prepared to improve and study in order to maintain the energy levels required to embody and represent the teaching system. We need to find what works best for us: yoga, meditation, praying, taking walks. We must strive relentlessly for our self-fulfilment.

What can we do if a school has no access to Montessori material?

The Montessori Method is a philosophy and a method. We can always apply the philosophy, this is:

- To consider children as people; integral beings who can feel, think and who carry huge potential. This potential can be revealed if we help them to develop their confidence.
- To set up educational schemes that adapt to the children’s practical reality as well as their cultural and economical context.
- To understand that young children learn easily and effortlessly, if we work from reality to abstract concepts. That is why most of the school material we propose is practical and based on working with their five senses.

Concerning the material, we are very flexible. We use different educational material or even create Montessori tools with the parents. Tools have to be attractive, well prepared and above all made with love. They are important because they help children to follow their learning path without being enforced by the teacher.

Anything else?

Yes, I would also like to share with you what I find essential in this method: to respect the children.

I would like the education in every school to be “*true*”, that tools we use help the children in the present, as well as for the future. It means that we need to concentrate, not only on their professional future, but also on the present, on what they are today.

The rules are no longer in favour of the system or the teachers’ comfort, but in favour of the children. And finally, we must not forget to teach children how to be autonomous in every field, how to look after themselves, to be responsible for their relationships, their learning and their life.

From there, they will be able to adapt to real life, be ready, mature and responsible.

The strongest points of the Montessori method^[4]

Montessori	Traditional
The importance is put on cognitive structures and social development.	The importance is put on memorisation of knowledge and individual development.
During classroom activities, the teacher's role is to facilitate. Pupils participate actively in the learning/teaching process.	The teacher has a leading role in classroom activities. Pupils participate passively in the learning/teaching process.
The environment and the method encourages self-discipline.	The teacher represents external discipline, imposed by force.
Personalised and group teaching can be adapted to each child's type of learning.	Educational methods are always collective. It is more often adapted to the teacher's needs.
Different age groups.	Same age groups.
Children are motivated; they help each other and collaborate.	Teaching is the teacher's job and pupils are not meant to collaborate.
The child chooses his own work depending on his interests and capacities.	Curriculums are compiled without much consideration for what children's interests are.
A child may formulate his own concepts.	Children are introduced to concepts by the teacher.
A child can work as long as he wants to on the projects he has chosen.	Children's work is set within a time limit.
Children find their own learning rhythm and establish rules of their own, according to the assimilated information.	Learning rhythms are decided by the group or by the teacher.
Children discover their own mistakes by retro-feedback.	The work is marked, mistakes are pointed out by the teacher.
The learning process is supported by repeating some activities which provide children with an inner feeling of success.	The learning process is supported externally by memory, repetition, rewards or punishments.
Multi-sensorial materials for physical explorations.	Lack of material available for sensorial development and practical manipulation.
Personal hygiene and maintenance of the environment are included in the curriculum.	No emphasis on personal hygiene or maintenance of the classroom.
Children can work where they feel comfortable, they are free to move around	Generally, children have a designated seat and those who are quiet or listen carefully to
and to speak softly in order not to disturb their classmates. Working in groups is optional.	the teacher are better praised.
The curriculum is set up so that parents can understand what the Montessori ideology is about and can participate in the learning process.	Parents volunteer mainly for fundraising; they do not understand or participate in the learning process.

INTERACTIVE ACTIVITIES

No. 27: Self-esteem

- Write a list of all the ideas that you can think of to strengthen the self-esteem
 - Of yourself
 - Of your children
 - Of your family
 - Of your students
 - Of your co-workers
- Turn into a lifestyle attitude to always encourage your colleagues: a smile, a warm greeting, a word of encouragement. Remember that we all need mutual support.
- Write a list of positive affirmations or decrees that can help to build self-confidence: for you, for the children, for others, for your country ... You could look through Louise Hay's books.
- Teach children from an early age to positively express themselves.
- Have you read a book on personal growth? (Deepak Chopra, Louise Hay, Anthony de Mello, other)? Try connect to networks, links, alliances in favour of a new humanity and a new education.

3. Kilpatrick method, based on action

The Kilpatrick Method is based on action and the achievement of projects. It works wonderfully with children. Enrique Hernández, the manager of a Kilpatrick School in Tumbaco, Ecuador says^[5]:

William Kilpatrick's schools propose an educational system which can adapt to the frantic rhythm of changes and technological developments in the contemporary world.

Some researchers like Piaget, Vigotsky and Dewey have created what they called "constructivist schools". For them, researching and experimenting were the best ways to build knowledge. John Dewey (1859-1952) was the first to introduce the idea of *learning through achievement*. William Heard Kilpatrick, one of his former students and a professor of Education at the University of Columbia, spread the idea of elaborating projects as didactic activities.

In this context, the educational project takes a significant place in the pupils' life. The contents of the curriculum are not objectives as such, but tools that pupils use for their self-fulfilment and their own way of thinking.

An integral education

The main objective of Kilpatrick's method^[6] is to give an integral education to the children; with respect and to encourage individuals to live harmoniously with nature. It allows the students to:

- Discover and develop their strengths instead of focusing only on their weaknesses.
- Educate humans so that they will fit into the society of today and to give them the opportunity to develop useful resources to face the challenges of the future.
- Develop young people's self-esteem and management skills so that they can make decisions, overcome obstacles, lead and manage resources efficiently and creatively.
- Develop their sensitivity so they can enjoy all sorts of artistic ways of expression.
- Highlight their natural capacity to learn and let them be the leader of their own training.
- Train individuals who are happy, well-balanced, optimistic, helpful and respectful towards others, themselves and the environment.

To develop qualities

Kilpatrick's method aims at developing pupils' individual qualities; it supports them in the process of building their own knowledge. It admits that every child has specific capacities and experiences. The role of the school is to help them to feel confident, to stimulate them and to provide them with the right environment so they can focus their personal qualities on the learning process.

A participative and functional discipline

Discipline has to be participative and functional; the rules are meant to permit activities to progress harmoniously. Pupils and teachers work together to write or sometimes to revise rules in order to justify better their existence and the reason to respect them. Children accept more easily rules that reflect their own interests and worries. Accepting rules is directly linked to the notions of respect and freedom. It encourages them to be more cooperative and self-disciplined. Although each pupil's uniqueness is recognized, teachers will still address them in a tender, understanding and sensible manner; when remarking on discipline. The goal is to turn discipline into a natural, individual and collective behaviour.

Lots of love

When we started, we used to welcome children who had been dismissed from secondary school. They were not sociable and had lost all their self-esteem. The only way to get their attention back was through practical, useful and active teaching methods. At the same time, it was necessary to show them lots of love in order to restore their emotional balance. The same children, when they left school, had developed leadership skills (not commanding but rather gathering and organizing what was best for the group) and charisma. They were highly aware of the realities of life without affecting their ideals. They were able to make presentations, manage all sorts of situations and find practical and effective solutions to any problems that arose. They knew how to adapt to situations without pain. In fact, these children were outstanding! When they feel loved and attended, they open up and give it back a hundred times more! (Hernández, 2003 : ea)

Some of the essential activities of the educational project

Elaborating projects.

It is the centre of generating ideas and an important tool in the learning process. This method rejects artificial means that are too often used in traditional educational methods and tries to get as close as possible to real life.

A project is a deliberate activity that requires groups of children to voluntarily plan and achieve individual or collective tasks. When they work on a project, children are awakening their capacity to take initiative, to research, to be creative, responsible and fulfilled. Such a system also creates the opportunity to develop critical thinking.

Workshops.

This activity enables each pupil to figure out what his/her real skills are in different practical/technical subjects and to fully develop them.

In many cases, workshops are complementary activities to the subjects studied in the classroom. It can be any sort of workshop: arts, science, practical work or sports. Through workshops, children can freely express their inner self.

Regular outings.

Outings are useful to create a link between teaching and real life. Children discover how to practically apply what they have learnt, what their centres of interest are and to learn about other social economical realities which are different from the ones they are accustomed to.

Work experiences.

When they reach a certain age, pupils perform "company work placements" for one week twice a year. These work experiences give practical insights into the realities of some career fields they feel attracted to and give them a better idea of which professional orientation they would like to take in the future.

Exchanges

. The school favours exchanges with other Ecuadorian or foreign schools. The aim is to develop pupils' respect and tolerance towards other social/cultural realities and also their ability to adapt easily to different environments.

I work better when I feel useful

The headmistress, Julia Almeida, of the Kilpatrick School in Ecuador (also a teacher) says:

The Kilpatrick's method proved excellent results with the children in primary schools. The school is situated in a neighbourhood where families have few resources and pupils have difficult backgrounds. We started with a group of 8 children between 11 and 12 years of age who were paying attention only when there was action and practical work activities. These children were amazing! So intelligent and full of initiatives! For example, they managed to open a silversmith workshop. Manipulating melted silver is a difficult task and you have to be extremely careful... but they succeeded and sold everything they made. At the end of the year, the money they earned allowed the whole school to go on a trip to visit archaeological sites on the Ecuadorian Coast. Another time, they had the idea of launching a campaign to clean the neighbourhood that in their opinion was dirty. They blocked traffic, the police intervened and at the end the whole neighbourhood joined in. I also completed the method with *Quechua* subjects: language, culture, rituals, drawings, weavings, respect for the Earth (the Pachamama), myths, oral traditions and all the material that we managed to collect which threw light on our cultural roots. The children were fascinated. (Almeida, 2003: pc)

Multi-level Assessment

The multi-level assessment monitors the achievement of the proposed objectives, taking into account not only the mechanical aspects of measurement, but also the intent or behavioural assessment. To have a better and wider perspective, one must use different tools and techniques to analyze each of the moments and actions. To engage the students in this evaluation process one takes into account not only the appreciation of the teacher, but also of the student.

Comments from students about their work experiences

Work experience of a sixth grade student.

I worked at the experimental farm of the INIAP. My personal experience regarding the work was entirely satisfactory. It was a job that required a lot of hard work, I faced tiredness, heat, rain, cold, and many factors that one way or another taught me many things. I got to experience the kind of life style that this work implies, as well as the responsibility it entails. I regret not having taken the decision to change to this school before, as the Kilpatrick school focuses on what is most important: it makes you grow as a human being. (2003: ea)

Work experience of a fourth grade student.

I worked at La Primavera Clinic. These kind of activities, helps us to see what we can actually do in the future: be a doctor, architect, mechanic, etc.. I really liked the possibility of helping people and saving lives. If I have the opportunity to work in a clinic next year, I would choose it again because, definitely, that is the career I would like to follow. (2003: ea)

Interactive exercises

No. 28: Self-discipline

1. Think about (both at home and at school):
 - Are the discipline parameters agreed and determined altogether?
 - Do they encourage self-discipline? How?
2. Promote a martial art at school or within my family as a tool to naturally develop self-discipline.
3. Do you lead by example? Remember that the child does what you do, even if he does not says anything. Probably they will not do what you tell them to do, but what you do not do.
4. Do you consistently thank and greet everyone in your personal life? Your children, students, relatives, neighbours, colleagues, the bus and taxi driver, the shop assistant...
5. Any other ideas?

4. An example of integral development, the Idejo school

Fernando Mirza was one of the founders of the Idejo School that we have previously mentioned in this book. He describes his project as: “*Tradition and innovation* come together in Idejo for the children who will build a new era. In their daily practice the new era has already started”. (Mirza, 1996)

Edith Martirena, the current headmistress of this school explains^[7]:

The present-day world is aggressive; we train the young to be strong and pacifist.

The present-day world is competitive; we train the young to be supportive and skilled.

The present-day world is moving and unstable; we train the young to be flexible and creative.

We stress values and make it possible to choose the best for each individual and their environment. Our pupils learn in an affectionate environment where discipline sprouts from joy and respect. We integrate and combine scientific, artistic and social knowledge.

We work in small groups where it is better to get the pupils’ attention. We do not only cover the curriculums of primary and secondary school, but we supplement them through workshops, seminars, educational outings, exhibitions and publications. We mix activities from different levels (nursery, primary and secondary) and encourage integration and fulfilment at an educational, social and personal level. We tend to initiate children to the idea of solidarity, to improve their everyday life and promote ecological awareness and to welcome families to various activities. In order to develop the left side of the brain, we practise the following activities: foreign languages, IT, chess and sciences. As for the right side of the brain: meditation, yoga, music and movement, plastic arts, karate, reading workshop, sound-sophy, music, circle dancing. We use all the bio-intelligent tools that were mentioned earlier in this book (Martirena, 2005: ea)

We train people to be skilled in their knowledge, supportive in their actions and happy in their life.

5. Playsophy pedagogical proposal, IN-CRE

Playsophy is an integral program of personal development that was created and implemented for over 15 years in Uruguay by professors Miguel Angel Dominguez and Alicia Montes De Oca, IN-CRE directors. The program is aimed for children, parents and teachers.

For Parents and teachers

The program consists of the following modules:

Module 1: Self-Knowledge

- What is Playsophy?
- Who am I?
- Not everything is as it seems
- Towards the re-union with the Self
- Tools and possible paths (meditation, all a matter of focus, the four agreements, Ho’oponopono)

Module 2: The New Kids. What role they play in these changing times?

- Characteristics of the new children
- We are all interconnected
- Are they a problem or an opportunity?
- Tools to better understand them
- Empathy
- Paradigms for a New Education

Module 3: Spectator or the creator of my own life?

- A conclusion of what one has already lived
- Life offers endless possibilities
- The art of deciding
- The influence of the environment
- Impact on the physical body What is disease?
- The importance of discerning being persistent and being stubborn
- Uncertainty as a paradigm

Module 4: Life is a work of art

- A New Humanity is coming? Present or future?
- The choice is always in our hands
- The freedom to Be

For children

Module 1: The Art of setting goals and defining their purpose

- Life is a building process
- We are all connected to the original source. We are all One and interdependent at the same time
- Inner silence. The importance of relaxation and meditation
- The power of intuition, a tool which is always available for us
- We have an infinite field of possibilities. The creative power of the Human Being
- How do you set a goal? The purpose map. What is the boundary between an idea or inspiration and its ‘manifestation’

Module 2: The ability to choose the right materials

- Not everything is as it seems. It’s all about focus.
- The contribution of the universal laws. The Law of Balance.
- Law of Attraction: similar things attract themselves.
- Law of Resonance: The Mirror of Life helps us to evolve, showing us who we are.
- Law of Karma: Every cause has an effect.
- Law of Giving. Instead of reacting mechanically, we can respond proactively
- The Four Agreements
- Ho’ponopono
- We are multidimensional beings. The power of thought.

- The power of words

- What role do the cerebral hemispheres have?
- Understand the data the physical body gives us. What is disease?
- What information do our emotions give us?
- Our hidden potential. Tune to the spirit and not the ego. Which “legs” do I prefer to walk with- fear or love?
- The power of gratitude and blessing.

Module 3: The power of intention and constancy

- What factors limit the power of persistence?
- What is the Truth? Who is right?
- Error: is it part of the process?
- Guilt: What differs guilt from responsibility?
- Fear: What role does it play in our lives?
- Dependencies and addictions: Why are they created? How can we transcend them?
- Problems: In every problem there is a gift
- What factors enhance the power of perseverance?
- The act from the Self. The clarity of purpose.
- The coherence between the objective and what I think, say and do.
- Faith, the certainty that it is possible. Will-power (self-discipline)
- The importance of discerning between being persistent and being stubborn

Module 4: Life is a work of art

- A New Humanity is coming? Present or future?
- The choice is always in our hands
- The freedom to Be

Do your own proposal for Synthesis:

- Visualize it
- Write it
- Draw it
- Synthesized it as a mandala
- Appreciate and share it.

6. *Kurmi Wasi*, the school of diversity

This article on the *Kurmi Wasi* School was sent by Karin Boller^[8], headmistress of the school, also a pedagog and teacher:

Kurmi Wasi (*Kurmi*, means “Rainbow” in the Aymara language; *Wasi* means “house” in the Quechua language) does not pretend to be an ‘alternative’ school with a specific teaching technique or method. We do not want to be

labelled. On the contrary, we want to follow certain philosophical and life principles, propose tools that will enable our pupils to turn into self-sufficient, responsible, critical and resourceful citizens. To reach that goal, we need to trust our vision and work in an atmosphere of love, trust and mutual respect in which children enjoy learning.

The cause of this initiative

The school opened its doors in February 2005 at Achocalla, a beautiful valley situated between La Paz and El Alto. The first year, it held 50 children.

The idea of creating a school had been seeded many years ago and was brought forward by many discussions between people from different origins, professional backgrounds and with various motivations. However, they were all concerned about the wrong path that education was taking in Bolivia (segregation, absence of perspectives). It was therefore decided to make the dream come true by creating a new “integrating” school that would be more in tune with its context and less abstract, but also capable of reducing inequalities. In fact, it was about creating a space where solidarity has a meaning and differences are valued.

We worked with mixed ages and level groups. We started to adopt this system because we had very small groups, but quickly we realised that there were many teaching advantages to it. In a mixed-level classroom, a child can make progress on the contents of the lesson, as well as following the rhythm of the group that works on the bases of the subject. Each child works with the group, but at their own rhythm.

Aiming at diversity and respect

Kurmi Wasi is located at the centre of a rural area where Aymara traditions are still very present in everyday life. The school population is multi-cultural and the goal is to encourage children to respect each other in order to create progressively a real inter-cultural school. *Kurmi Wasi* rests on the following principles: *inter-cultural values, integral education and the integration of children with “special educational needs”*. It means that every teaching and learning process between the teacher and pupil has to be non-hierarchical. It requires permanent democratic exercises, time for talks and feedback and to always assure mutual respect.

Often we choose exercises or democratic rights through an election by majority. Sometimes it involves discussing an issue until reaching an agreement between everyone, as it use to be in the Andean communities centuries ago. Sometimes the whole group yields for the benefit of one person. An example of this kind occurred during one of the first days of school, when a student brought his cat to class. The whole group was fascinated, everyone wanted to hold and stroke it, until a girl said that she was allergic to cats. She already had swollen red eyes and tears. We immediately got the cat out of the class. Many children of the group began to protest. Why should they be kept from enjoying such a cute animal just because one of the students was allergic? No one else was allergic so they were in an absolute majority. There was a long and heated discussion, but it was obvious that the majority argument was not valid for this situation. One could realize this just by seeing their classroom mate’s face.

To learn how to know, how to do, how to be and how to share

One of our main goals is to propose an integral education and to create learning situations that are meaningful for the child. It is essential to remember that children retain better what they learn if there is a meaning behind it and if it connects with contents of other lessons, especially when learning comes from practical experiences. We aspire to provide children with an education that will allow them to acquire skills, complete abilities, that can combine concepts (to learn how to know) with processes (know-how) and social skills (how to be and how to share).

When acquiring knowledge or a new concept, it is essential to understand how to put it into practise straight away. Using the right techniques to do so is not enough, you also need to have the proper frame of mind, to persevere, to be flexible and respectful with the other classmates. When possible, lessons should be put into their real context through experiments that will “make sense” for the pupils. These experiments, carried out in groups, will encourage them to put their knowledge into practise and reach practical conclusions.

There is a 1500-square meter area of land at school that we use for farming. Here is where most of our practical teachings take place.

During the year, we carry out some community projects with parents, pupils and teachers. In September we plant potatoes, corn, broad beans, quinoa... which are used later on during the year to prepare meals (know-how).

It is an opportunity to share, to garden side by side and to learn about each other. Families from the city discover more about farming, the effort it requires, the natural rhythm of cultivating products, the length of maturing. That way we can also share the culture and traditions of the Aymara culture, like the *mesas*^[9] for the *Pachamama*. During the following months, the children will understand the necessity to weed the cultivated land (again the children from the city will have to learn how to distinguish the shoots from the weeds). This kind of work requires respect for the group, cooperation, respect for nature (not to step on plants) and the necessity to clear off green waste (to learn how to be and how to share).

Children may also remove one sample of each shoot, draw it in their natural science notebook and at the same time study how to classify plants and to learn the shape of the leaves (to learn how to know, to conceptualise).

The harvest is used by the children themselves who help on a regular basis to prepare snacks at the collective kitchen. The kitchen is another space where mathematical concepts learnt in the classroom might be put into practise; for example, weights and measures (how to use a scale), volumes, quantities (the recipe is for 4 people and we are 56 people...). Besides, the kitchen is an appropriate space to test practical abilities (to make, to measure, to weigh, etc.) and social behaviour (teamwork, to be careful and respectful).

Another of our classroom projects was to build a henhouse. There were six hens and they used to deliver eggs

every day. We had to draw a plan with measurements and set up a budget (practical use of mathematical contents). When the hens arrived, the pupils had to look after them, feed them and clean the shelter every day. It was a good way to develop social skills, responsibility and attention. Such practical projects lead children to enjoy nature, to turn them into adults who will later on be responsible and respectful to a threatened planet.

A varied and applied education

So far, most of the learning situations met the needs and the interests of the families coming from the city. This year we would like to implement the use of tools that are not easily accessible for rural families like IT, internet, etc.

We introduced chess games in the syllabus. It is a tool that does not only develop logical and strategic reasoning but also anticipation, how to make decisions and accept the consequences.

From 4 years of age, we teach the Aymara language to children as part of the Andean cosmo-vision. We are planning to introduce English too, as it has become a necessary tool in the present world.

We have a rather extensive library where children can borrow books. We try to encourage them to read by presenting books as “doors” to other worlds. Teachers read several books during the year in the classroom. In general, the day starts with one chapter read out loud followed by twenty minutes of discussion; which creates a sort of expectation for the following day. Sometimes the story of a book inspires some new activities; for example, after reading the adventures of a young girl on the *ch'askis* (messengers) roads during the Inca period, we came up with the idea to organise a hike on one of these roads with the parents. The hike took place with many unexpected events (for example, it snowed hard) but everybody carried on bravely – perseverance is a quality that we encourage.

The School Assembly

The Assembly is a space we opened in the school to debate the issues that concerns everyone. When the headmistress proposed that the children and the teachers of *Kurmi Wasi* were to create assemblies, she suggested not integrating the smaller children for practical reasons. Given their age, they were expected to disperse and interrupt the discussions. The eldest immediately and unanimously rejected the proposition, arguing that their younger classmates' presence was necessary as they had to learn how to give their opinion and to express themselves as soon as possible. This was a good idea, so the headmistress agreed to it.

However, it was necessary to find a solution to the unsolved problem of dispersal and interruption of the Assembly by the younger ones. After hearing some proposals, we came up with the idea of “godparents”. Every elder pupil would have a godchild, picked from among the youngest children, to look after them during the Assembly.

From that event we saw wonderful relationships form where support and mediation grew between godparents and godchildren, not only during the Assembly but in everyday life (tying up shoelaces, calming down a dispute, etc).

With the assemblies, we hope to create a space for socialisation, of reflection and appreciation, of proposition, participation and solutions, a space where we can express rights and duties. In this way, children are initiated into citizenship. We build peaceful relationships together by always using empathy and self-assertiveness.



School Assembly

Methods

The team of teachers is trying to improve their teaching methods in order to take better advantage of the following knowledge and experience:

- Research.
- Experimentation.
- Classroom projects.
- Instructive sequences.
- Games.
- Ecology, open and enclosed gardening (greenhouses).
- Discovery and perception of ancestral values.
- Learning spaces in the classroom.
- Dialogue.
- Promoting oral knowledge.

These methods require the use of certain tools such as analysing problems, formulating questions or objectives, researching and presenting information. In return children need to get used to utilising techniques like underlining, drawing plans, summarising, etc.

We are obviously aware that such a theoretical framework must stay open to changes and adaptation, to be reformulated according to the requirements of each phase or situation.

Integral and social development

Based on philosophical principles and the experience learned so far, *Kurmi Wasi* set up the following objectives:

- To reach an integral development that will allow pupils to build their identity and life projects from their own culture, favouring exchanges and enriching each other.
- To help pupils who during their schooling period require certain special temporary or permanent educative needs.

- To enrich the children through inter-cultural relations, always respecting and valuing differences.
- To maintain an emotional, physical and spiritual balance, based on self-understanding and the understanding of the relationships between each other and their environment.
- To encourage curiosity among pupils as a useful self-teaching tool.
- To help pupils to discover and value their inner resources, abilities and qualities, to encourage them to develop their self-esteem.
- To help the children to find strength to face frustrating situations.
- To cultivate love and respect for nature.
- To improve the teacher training in the Achocalla community.
- To invite parents to participate actively in the school life and to share their expectations, their knowledge and their skills with pupils in order to create an integrated and united educational community.
- To develop horizontal and reciprocal relationships in and out of the educational community.
- To participate in extra-curricular activities in the community (cleaning the neighbourhood, shows, championships, etc.)

Sustainability of the project

We are obviously worried about the sustainability of the project. We try our best not to depend on external funds; standard expenses are covered by families' monthly payments according to their budget and financial situation. With this system of compensation, some more well-off families cover indirectly and supportively other families' monthly payments.

Besides, the families who cannot afford the school fees may work instead two days a month at the school. Their labour force will be needed on a medium-term basis when we acquire the lands on which we will build the new school. Some individuals and groups have also accepted the project and decided to pay for part of the facilities: tables, boards, kitchen, fridges, school equipment, music instruments and a library. . . . some children even received "godparents" support.

Since the first years of Kurmi Wasi (2005), we have felt how important other people's input to the community was, through their identity, their knowledge and their skills.

A long way to go

We are very aware, however, of how much is needed to improve, and how often we might have to go back in order to start again with more strength and pursue. The only goal that really matters: the realisation of whole beings:

- Building their own learning and development process.
- Being an expressive and communicative person.
- With self-esteem and a positive attitude towards life.
- Creative.
- Identified with their culture as well as being respectful to other cultural and social realities.
- Research.
- Critical, reflexive and proactive.
- With skills that will let them understand, analyze and contribute in building their plan of life within society.
- Able to learn how to learn, to learn how to be and to learn how to peacefully live with others.
- Preserve the environment.
- A striving and persevering person.
- Able to interact and relate within an environment which is different from their own, without losing their own identity.
- Able to contemplate.
- Able to peacefully resolve conflicts, by being empathetic and assertive.
- With human quality.
- Not afraid to be authentic.
- Sensitive to the world.
- To be able to fully concentrate and to contemplate and enjoy each moment
- Responsible for themselves and their environment.

According to Paulo Freire's conception, children's fulfilment is an ideal goal, an utopia:

"For me utopia is not unachievable; utopia is the dialogue between disapproving and announcing; between disapproving the de-humanized structure and announcing a humanized one. Utopia is an historic commitment. Utopia requires critical thinking, it is an act of knowing" (Freire, 1985)

Therefore it is necessary that the teaching team stresses pupil's qualities. Of course, teachers themselves do not possess all these qualities, but they have to complete their own fulfilment day by day with their pupils, their colleagues, the parents, nature and the different cultures they are in contact with, the books and texts coming from various contexts and various ages. In fact, they must see themselves as mediators, social and political actors who still need to learn a lot.

If the teacher truly respects and encourages inter-cultural matters, they must also ask themselves day by day what margin for cooperation they can allow with each pupil. They must not reproduce models without questioning them, they should teach oral and writing skills equally and propose them as activities that fit with the various realities of their pupils.

Our school is an attempt (among many others) to answer many people's concerns, people who do not feel in tune with the present education system.

I would like to conclude by quoting Hugo Zemelman during a seminar on the Inter-cultural Approach. These words should inspire us every day while we teach:

"If we could only ensure that each child is enriched by his/her own vital context and not from information that is fed to him, with no personal meaning and sense.

If only children's self-fulfilment was being built according to their own subjectivity. If people were able to re-appropriate their own abilities as they reconnect with their inner-self, as beings capable of thinking.

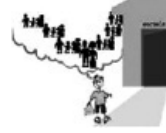
If we could only contribute to help children grow and find within themselves the strength needed to create their own reality from their everyday life. This

would have such tremendous consequences; consequences we cannot even imagine. It is a huge and complex challenge". (Boller, 2006: ae)

7. Systemic Education

Carlos Parellada Enrich^[10] at the Autonomous University of Barcelona very kindly sent us the following article:

Systemic Education, a new paradigm.



When children arrive at school they come with their whole family and culture in their mind and heart.

The phenomenological systemic point of view means enlarging our visual field to the inter-relations that each individual creates with the system in which he/she lives in, including his/her own level of unconscious participation with that system. Systemic education gives us the opportunity to be aware of different behavioural modes (in the family, at school and in the educational system) that emerge from belonging to that same system.

This awareness of oneself, of the children, of the place we occupy in our system and the feeling of being part of it and part of a collective unconscious, opens new horizons on how to support the different learning and life processes.

The context: A little bit of history

From time to time, depending on the natural course of the evolution of social and organisational systems, new ways of approaching and experiencing education are appearing in the educational panorama [...]. Making a list of pioneer characters in education is always risky as we may forget to name some important contributors. Anyway, the following names are already well known: Dewey, Decroly, Freinet, Montessori, Pestalozzi, Freire, Ferrer et Guardia, Malaguzzi, Makarenko... they all brought significant and innovative input and thinking concerning education and are still used today as references in their respective contexts.

Systemic Education: the inclusion

The main characteristic of Systemic Education is indeed inclusion, which avoids falling into the trap of dismissing everything done in the past in order to give more weight to any new propositions coming. This education is based on a paradigm that we have called "phenomenological-systemic" and which impulsed a great step forward compared to the relativist paradigm and even a greater one compared to the Newtonian-Cartesian paradigm.

The relativist paradigm

The relativist paradigm, that we also call quantum paradigm, integrates an element that significantly alters the previous one. Indeed, the Newtonian paradigm considered that space and time were two perfectly distinct concepts. Einstein came with the thought that we were living in a four-dimensional reality in which time could not be conceived without space (space-time continuum).

The theories and interpretations of the world that followed from this approach are fascinating. Through them, we can understand what is happening in the *family constellations* when an energetic field creates itself and lets us visualise the representatives of a family system that is re-experiencing an event from the past, as if the time was compressed to one point in space [...].

In 1999 Angélica Olvera and her husband Alfonso Malpica, both in charge of the CUDEC^[11] in Mexico, were introduced to Bert Hellinger^[12] by Joan Garriga and Mireia Darder^[13], the managers of the Gestalt Institute of Barcelona. They had already been collaborating with them for many years on tutor training projects. The meeting had an immediate effect, speeding up the work and research process allowing results to appear very quickly.

Bert Hellinger shared his phenomenological-systemic theories on *Family Constellations*, while Angelica Olvera and the CUDEC offered their long experience on education based on various innovative projects linked to constructivism. Angélica Olvera had no doubt concerning the importance of the family constellations in the educational context. [...]. When Bert Hellinger noticed the new dynamic his work was creating in schools, he did not hesitate to claim that the future of Family Constellations was going to be linked with education. Until today, it is one of the best guarantees of Systemic Education [...].

Family Constellations

Family Constellations reveal extraordinary *elements* and facilitate the understanding of the relational and personal dynamics inside families.

We can also use this perspective to work on any type of interaction, independently from the family, like an institution, an organisation, a business... Those *elements* refer to three basic principles:



- The sense of belonging to the system and the role that each individual plays in it.
- The relation between Giving and Receiving, that is to say the balance existing in relationships.
- Consciousness, each context generates a culture, principles and some specific beliefs that have to be faithfully abided by its members; when an individual has to face a different consciousness, he must find a way to integrate it, to express it without betraying their own consciousness; a challenge that very often is followed by a feeling of guilt.

Family Constellations in a school

Given that Systemic Education can be used in an educational context, it is important to see how these principles can be translated and integrated in a school environment:

- The importance of order; what has been and what will be, or the relations between generations (this concerns pupils and teachers).
- The importance of the role we play and what we consider to be due to us. It means considering everybody else's role. Who are we? How and where do we

stand as a father, mother, teacher? ... Parents are giving and children are receiving, masters are offering and pupils are taking.

- The value of inclusion rather than the implications of exclusion; classroom and schools are places of communication in which everybody can find their space.
- The importance of our native culture or the loyalty to our own context.
- The significance of interactions; all the members of a system are irremediably linked one to another. This observation is particularly interesting when one of the members of the system presents a certain type of symptom. Then, we consider that the reason of this symptom is not so much in the specific reality it presents, but in the information that it transmits to the system, by expressing a quality which is not functional for the collective and individual well-being. (Parellada, 2006 : ea)

Angélica Olvera says: "In Systemic Education, teaching finds its source in respect and love for life, but before that we must love and respect ourselves".

The apple does not fall far from the trunk

We thank Angélica Olvera Garcia from Mexico, and Tiiu Bolzman from Argentina for the following article, an alliance of parents and teachers so the new generations can find their vocation.(angelicaolvera@cudec.edu.mx).

Educators and parents are often confronted with situations where they do not understand how, despite all their efforts, they fail to help the children or youth to modify certain conflictive behaviours or learning difficulties. Often teachers and parents feel mutually accountable when they do not see positive results in their attempts. Bert Hellinger is a German educator and therapist who has created a method called *Family Constellations*: this allows you to find solutions to balance systems and help each person to be in the place they belong, to develop it with full force. By applying this method to the field of education we know that the force of a child does not rest on being big, but on allowing them to be what they are: children. When father and mother, student and teacher, can fully fulfil their place, then the teaching – learning process flows effectively between all of those who share it. In the education area, many school problems can be solved when teachers, parents and students organize themselves and begin to work together.

How can we achieve a common goal where all the forces come together and serve the same purpose? Bert Hellinger and his systemic approach gives us a unique answer to these questions due to its quality and originality

A look at systemic thinking

I would like to begin by considering a system in itself. The meaning of system, a broad definition that contains four points, is as follows:

1. The system is a group of elements and the relationships between them and their attributes.
2. The elements mutually influence each other. If one of them changes, automatically it causes a change in the whole system.
3. Each system is a whole. Everything that exists, exists in an integral context.
4. The system is a quality more than the sum of its elements.

Family system

This concept may seem very abstract, but if we adapt these definitions to the family system, we can understand what it is about:

1. The family is a set of members and the relationships between them and their characteristics.
2. The members mutually influence each other. If one of them changes, automatically it causes a change in all the members of the system.
3. Each Family is a whole. All of them exist in an integral context.
4. The family is a quality more than the sum of its members.

Now the human systems, this is, the families, have a condition that is significant about the behaviour of human beings: the desire towards an end is directed by the survival of our species. The human being is destined to reproduce and the human relationships serve for this purpose. This goal already exists in our thoughts and it influences our action. Thus, the family system is in a perpetual process and is bound by visible and invisible laws.

The orders of love

From the moment we begin to live we immediately belong to a certain system of family relationships. Later on we join other systems such as school, friends, work teams and other more extensive systems such as religions, cultures, countries and, finally, the system of the universe. In all of these systems there are Orders, which are different in each of them, and when these Orders are respected then we may progress and live in harmony, otherwise we are held back. We may perceive the Orders most intensely in the family: if we respect them, then love can flow. That is why Bert Hellinger calls them "Orders of Love."

Orders of love to improve our relationships

Bert Hellinger cites three conditions to improve our relationships.

- The first Order is connection.

Every human being has the need to be connected. The child feels this connection

as love and happiness, no matter how it grows, under what circumstances and no matter how the parents are. The child knows that he belongs, and this knowledge and this connection is love. One has to understand the strength of that connection because the child is able to sacrifice his life for that love.

- The second order is the balance between giving and taking.

All human systems have the tendency and the need for balance. This is a natural law that is displayed in relationships and the need to give and take. One should distinguish the difference between a relationship between a man and a woman, and the connection between parents and children. A relationship has the need to establish a balance between giving and taking. But between parents and children one cannot achieve that balance in the same way, as parents give and children take. Children can never give back to the parents what they received. Because the balance also has to do with the time and the order of a hierarchy: those who came before give to those who come after. This dynamic also works within the brother system.

- The third order refers to the rules and regulations of the group.

In all relationships, rules, rituals, beliefs and taboos are developed which obtain the same value for all the members. In this way a system with orders and rules is structured. These orders are known and are visible, but behind them other invisible orders play out which are not negotiable.

When one only wants to give then they take the position of having the claim. This attitude is found in people who work in the field of aid. They give but do not want to take. Others refuse to take, they want to guarantee their innocence, by not having the need to attend obligations or to try feel superior to those who they take from. This denial is directed many times towards the parents; this situation usually makes the person feel empty and unsatisfied.

Applying these orders to the formal education system

We conclude that:

1. The educational institution is a set of members with their own relationships and characteristics.
2. The educational institution is a system of family systems where the members of the institution come together in the following way:
 - a. Directors with their family systems.
 - b. Teachers with their family systems.
 - c. Parents with their family systems.
 - d. Students with their family systems.

They relate to each other creating links that are aimed at transferring the teachings of all the orders to the following generations. So when the apple is ripe it will never fall far from the trunk. (Olvera, 2002: ea)

Ignasi Salvatella, a Spanish teacher and pedagogue (Barcelona), concludes that:

Systemic Education attempts to amplify the understanding of relationships that every being is creating within the system they live in. It also helps us to understand the subconscious level of participation of each individual in that same system. Systemic Education allows us to be aware of the behavioural lines in the family, at school and in the educational context. We – parents, children, teachers – can become aware of the role we play in our respective systems and how we belong to it, at the collective unconscious level. . . it opens new horizons to confront the new situations which appear in the teaching and life processes. (Salvatella, 2008 : pc)

INTERACTIVE EXERCISES

No. 22: I honour my ancestors

Collect family photos (grandparents, grandparents, parents, children, grandchildren, brothers . . .). Tell your students to draw on a piece of cardboard a tree with its roots, trunk and leaves, and tell them to glue their family photos to make their genealogical tree. Begin at the roots with their grandparents and great-grandparents, then add their parents at the height of the trunk more or less, and the sons and nephews in the branches, as leaves, flowers and fruits. If they do not have photos tell them to put their names and drawings.

Tell everything you know about your family and children. Propose to the children to investigate and interview their family.

After all this work, make a small ceremony in front of the tree, to express your gratitude and love to the whole family, living or deceased. Place some flowers or other samples of affection next to the tree.

8. Bio-centric education, the bio-dance and pedagogy for life

Oh day, wake up!

The atoms dance,

souls, full of ecstasy, dance,

the sky, due to that Being Dances.

I'll tell you in your ear where it leads its dance:

All the atoms in the air and in the desert

-Understand it well-

they are in love like us

and each of them, happy or unhappy, finds each other

dazzled unconditionally by the Sun of the soul.

Sufi poet Jala-od-Din Rumi, Century XII

An invitation to participate in this Cosmic Dance

Bio-centric education was encouraged by the Chilean anthropologist, psychologist, educator and poet, Rolando Toro Araneda, nominated for the Nobel Peace Prize and creator of the Bio-dance System 40 years ago. He considered that it was necessary for us to return closer to nature; to integrate the fragmented aspects and to unite with others and the universe. This was how bio-centric education was born, which has bio-dance as its mediator.

Cecilia Vera, Director of the Bio-dance school in Viña del Mar, Chile, says:

Bio-dance combines music, movement, rhythm, art and tenderness. It has many advantages:

- Reduces and prevents stress.
- Strengthens our vital energy.
- Helps to overcome depression.
- Develops affection.
- Encourages self-esteem.
- Facilitates the expression of emotions.
- Develops skills for life.
- Increases the beauty of our lifestyle.
- Develops creativity. (Vera, 2006: pc)

Bio-dance helps children to overcome attention deficit and hyperactivity. It provides concentration, relaxation and increases self-esteem. They learn how to accept their body and to be comfortable with it, a very important aspect for the teenagers and youth.

Respect for Life

Although, we are not just encouraging to apply bio-dance sessions at school. It is about a change of focus *for the entire education system as a whole*. It is necessary to socialize knowledge, to restructure education to help people to learn how to live together, taking as their starting point the respect for life and loving coexistence, and taking as the method a thoughtful living approach in the education practice.

It is not just about the intellectual knowledge but also to learn through emotions, feelings, intuitions and experiences. The individual and social transformation of reality requires the full development of human potentials through the stimulation of positive factors. Affectivity has elements of consciousness, values and commitment, which helps to connect.

Ancestral roots and intercultural

Maria Jose Ferrer, a specialist in bio-dance says:

The transformation one experiences through bio-dance is not a mere restatement of values, but a true cultural transformation; by learning at an emotional level, creating a limbic-hypothalamic change. It intends to restore, on a massive scale, the original link of the species as a biological whole. It has ancestral roots and helps inter-culturalism. (Ferrara, 2001: ea)

A pedagogy that values the spirit and affection

Bio-centric education helps to create in each space a world of harmony, brotherhood and solidarity through a pedagogical practice that values the dimensions of spirit and affection, cultivating the emotional intelligence and a re-education for life. With bio-dance one participates in a new way of life through intense experiences induced by music, movement and group meeting. Living is experience, that way the learner activates their own internal resources, expanding consciousness.

Bio-centric Principle^[14]

Nicolas Espino, referring to Bio-dance, says:

The intuition which organizes bio-dance is conceptually formulated in the Bio-centric Principle. This new paradigm in the human sciences aims to guide all social and educational actions towards the creation of a psychic structure capable of protecting life and enabling its evolution. The bio-centric Principle has as its starting point the experience of a world organized by life. Everything in the universe, its elements, stars, plants or animals, including humans, are components of a living system. The universe exists because there is life. And not the other way round. Bio-dance proposes the Bio-centric integration of culture and its practical application in education.

The sacredness of life

Although the extraordinary findings in biology give us a solid starting point to help us understand many mysteries of the biosphere, by no means this is enough to express all the essential points of the human condition. We must consider, therefore, biology as a universal starting point and basic reference for understanding the human being, but biological discoveries have to meet with the great insights of those aspects which are still yet to be revealed and with the mysteries of the human life.

In our view, life has a sacred quality and it has been the disease of civilization which has separated the sacred acts from the unholy ones. This disease eventually demystified everyday life and it fills it up with obsessive transcendent rituals which were done to escape the cosmic horror [...].

The trajectory of the sacred dances goes from the so called chaotic space towards the mandala space (mandala, sacred harmonic and organized space in the Essence). We enter into a mythical, circular and an eternal time.

With Bio-dance people live the eternal here and now

Bio-dance and light^[15]

“The cosmic experience is the strongest and noblest source of scientific research,” said Albert Einstein. This comes from the Bio-centric principle where one has to remove the transcendent quality of human beings. The sacredness of human beings is what gives our lives, our love, our sexuality and creates the transcendent quality. From the Bio-centric Principle life is organized as cohabitation and coexistence with the divine.

The loving force and the transformation of the planet

It is not just only about techniques but rather a new vision of human beings based on an ethical awareness, the joy of life and love. In this new millennium there are new hopes, and the loving force of the bio-centric education can contribute towards transformation. (Espino, 2006: ea)

Elizabeth Hermosa, bio-dance educator and teacher in Bolivia, says: “Bio-dance helps personal development and can also contribute to integrate social problems. We held bio-dance meetings with mining women, young people, teachers, with all sectors of society. It frees and unites people. “(Hermosa, 2005: pc)

Interactive exercise

No. 29: Study groups and links

1. Create a study group with people who have the same concerns as you do, with which you can exchange information, ideas, experiences ... and to support each other.
2. Define operating guidelines (frequency and location of the meetings...). Make a list of priorities and areas of interest which motivate you; what you want to improve in relation to pedagogy and education, areas where you can influence, the topics and activities you would like to develop.
3. Make a list of topics you wish to investigate. Organize the research and share the tasks.
4. Subscribe to websites which could offer you news about the current changes. Keep in touch with what is happening! For example the newsletter of Pedagoogy 3000 (boletin@pedagoogia3000.info) to keep informed about the global developments on education. Conversely, you can also send and share your experiences through the newsletter to other people and countries. Create your own newsletters and networks of information and support.
5. It is also rewarding to encourage the children and youth to share their own messages and ideas.

9. Education for Peace, UNIPAZ

Pierre Weil, founder and director of UNIPAZ, the University which aims to spread peace and awareness, share with us:

We all dream of a life full of happiness, peace and harmony. Although this peace is at hand all the time, few are the ones who really live in peace, as we ignore where or how to find it.

Many are those who seek for peace in friends, a husband or a wife, in gaining a doctor degree or achieving to be senior executive, in a political party, an ideology from Japan or the Himalayas. They just cannot find what they want and they still stay unhappy, arguing and fighting with everyone, seeking refuge in doing many activities and by staying occupied with their empty jobs, ending up stressed and sick.

Today, thanks to the trans-disciplinary union in science and the great spiritual traditions of humanity, new methods and studies have appear which help us to find that peace that we lost. Meanwhile, there is an important factor which has been ignored: the absence of an education for peace in the world. Very few parents and educators today still possess the knowledge and are able to transmit it to their children or students.

At a meeting sponsored by the UNESCO International Bureau of Education, education ministers from around the world voted, unanimously, to introduce an education for peace in all schools. UNESCO, since its inception, states: "Wars begin in the minds of men, therefore, banners for peace should be created in the spirit of men." We are talking about an educational process not only for the children and youth, but also for adults, as they should be able to lead by example.



The loving force in the transformation of the planet^[16]

Members of the International Peace University, UNIPAZ, believe that it is not enough just to teach peace through beautiful phrases and intellectual arguments. It is necessary to also reach our character, emotions and feelings. And this is a matter of education, more than to teach or instruct.

The act of teaching includes knowledge and helps us to change opinions. But we know we can reach correct and peaceful views in our minds, and yet still lose our patience and act aggressively with the smallest frustrations. So the question can only be resolved through an integral education for peace and nonviolence.

UNIPAZ, consciousness and the spirit of peace

UNIPAZ is an international network of thirty Centres and Advanced Campus in the University of Peace, whose headquarters are located in eight different countries within Asia, America and Europe.

The network aims to contribute towards the awakening of a new consciousness, according to the new emerging paradigm whose foundations are based on a holistic view of existence.

Our mission is to provide conditions for individuals and groups to help them find ways to enable them, through the awakening of consciousness and the spirit of peace, to live with the inseparable and inherent love, wisdom and ethics which reside within all beings.

Our objectives are:

- To awaken a new awareness for the Third Millennium.
- To contribute to restore harmony and protect life on the planet.
- To promote an education for human beings in the awareness of our holistic condition and existence.

Created in April 1987, UNIPAZ works with children, adolescents, adults and seniors with programs of awareness, training and post-training; always through a trans-disciplinary perspective. UNIPAZ seeks to serve people and society through the construction of a society of inclusiveness, where the solidarity ethics is lived and experienced in every individual and in every action. We work in the process of the transformation of human beings towards their own nature, the expression of their potential and the full expansion of consciousness.

The threshold of a new civilization

We are aware that we are crossing the threshold of a new civilization and that our dedication and commitment is to work for our edification and consolidation. We are also aware that this is only possible if fundamental transformations begin to occur within the minds and hearts of people and our relationship with the universe.

We know that a new paradigm requires a new language, a new symbolic imagery, a new pedagogy, a new ethic. So UNIPAZ is directing its efforts to research and disseminate the new paradigm, through holistic methods and educational programs, "The Art of Living in Peace". (Weil, 2005: ea)

Initiatory education

Excerpt from the article and interview *Initiatory Education – Educating to Be*^[17] by Roberto Crema, Vice Chancellor of UNIPAZ.

What is the Trans-disciplinary Pedagogy?

- The dialogue between philosophy and science, with art and spirituality. This is what, in UNIPAZ, we have been trying to achieve for almost two decades. An education that intends to make the art of living easy will have to embark on the revolutionary proposal of a psychic literacy.

What is noetic literacy?

- Noetic literacy is to educate consciousness to the children, by doing this we can reach the third tri-dimensional proposal, which adds the category of noetic dimension, the consciousness of consciousness, the contemplative mind, the Tao of Education. From this point of view the human being is a somatic, psychic and noetic whole. How to educate the noetic dimension? With the ancient ways of awakening, the traditions of wisdom, from both east and west, of course. Through the meditative ways of the ancient schools of wisdom. The peace officers are human beings who feel blessed, accepted by Life, inheritors of a happiness that results from the consciousness of communion. So we need a pedagogy of blessing, which comes from noetic consciousness.

What is the profile of the new leader of the Third Millennium?

- The leader of the third millennium is a holocentred leader: the one that connects, unites with the totality, understanding that he/she is not separated from society, the environment, the universe, the Great Mystery; the leader who pays attention to synchronicities. He returns as the ancient ones, to listen to the lightning, the sound of the events that are connected to the unity. This is what Jung together with Pauli, a representative of quantum physics, called non-causal connection principle (...). Some give what they have, others give what they know, and a few give what they are: great teachers, great leaders. Mankind always offered us

The fable of the hummingbird

In conclusion, Pierre Weil shares with us the following story:



Flying hummingbird

Once upon a time there was a forest fire. All animals desperately ran away. Only a hummingbird did the opposite. He gathered water with his peak from a nearby lake and threw it into the fire. An armadillo, intrigued by his attitude, asked:

- Hummingbird do you really think you can put out the fire?

The hummingbird replied,

- I'm sure I cannot do it alone, but I do my part.

10. A practical case: to learn a language in an holistic way, Idioomas 3000®

In order to illustrate Pedagogy 3000, we will take the example of learning a language with the Idioomas 3000 method. First, the fact of learning another language is positive to have an open-mind, to accept others and it is also a beneficial dynamic to create change in general at other levels of development. Indeed, when you learn about sounds and new syntaxes, the two hemispheres of the brain are working and new connections between synapses are created. These connections will be useful in other subjects or different processes in your everyday life. During 2007 and 2008, Pedagogy 3000 was chosen by the Bolivian television to teach the Aymara language (a native language) to the audience.

The pilot and alternative method "Idiomas 3000" proposes a new learning approach to Languages and their Identity. It is a fast-learning, practical and global methodology that encourages the global development of the student. It also highlights the Cosmo-vision and the cultural inheritance of the aimed language. It is an educational, psychological and multi-cultural system that allows working simultaneously on all the following aspects:

- Intra and inter-cultural approach because we study on a very practical level the Cosmo vision of the aimed language.
- The interaction of the two hemispheres of the brain; the emphasis being on the right brain as it provides super-memory, creativity, swiftness and rapidity.
- The recreational aspect, the well-being, the joy, the "bien-vivre".
- The stress-control aspect.
- The self-development aspect.
- Excellent school results at mastering the aimed language and fluent speaking skills.

This method includes:

- Discovery of the culture of the language.
- Interactive techniques: body expression, voice training techniques and self-confidence.
- Techniques of Super-Learning and Brain Gym which mobilizes the hemispheres of the brain, improves concentration, the oxygenation of the brain, the global well-being and it leads to effortless memorization.
- Cosmo vision and songs.
- Multi-sensorial activities.
- Theatre and real everyday life situations.
- Visualisation and breathing to control stress as well as techniques of Suggestion Therapy.

Why adopt the techniques of Super-Learning and Suggestion Therapy?

Because they accelerate the learning process and stimulate the global development of the student. Because they have developed their inner-self, the students will be able to express themselves fluently in the aimed language, to live their life harmoniously and to handle positively all sorts of activities. These scientific techniques can help the learner in any situation:

- To secure an optimum physical and mental state, without stress and for more efficient learning and development.
- To absorb information effortlessly in a relaxed and rhythmic way, and with intellectual and sensorial pleasure.
- To expand one's memory capacity by using music; music transmits energy to the brain, facilitates brain connections and is a link to the subconscious.
- To get fully involved: brain, senses, emotions, creativity and imagination.
- To be aware of the obstacles which are blocking the learning process; to be aware of our own resistances to change in order to get rid of them more easily.
- To apply relaxation techniques, rhythmic breathing and other anti-stress tools.

Why a language with an identity?

Idiomas 3000, as well as offering the learner optimum conditions to master a new language without stress, also offers an opportunity to discover the culture of other countries or, if the aimed language is a local dialect, to understand better their own culture. In that case, the learner will regain his/her ancestors' pride, inherit their knowledge and will anchor his/her roots and identity. Here are the tools that we use to reach our goals:

1. A four-beat music from the country or the area's aimed language. We use music to assimilate vocabulary and short sentences more easily. We pause for four seconds every 16 seconds more or less, in order to rest the neurons; it improves the flow of alpha waves and allows the learner to obtain an optimum visualisation and memorisation. It also makes the pronunciation clear, effortless and accurate.

2. A part of the course is dedicated exclusively to cosmo-vision, to culture, history, myths or any other material related to the aimed language.

3. Each student is highly encouraged to do some research and to make a presentation on those same subjects in order to get fully involved. He can choose the subject and the medium that suits him best (depending on the type of intelligence he is happier to call up) So far, we have had dance presentations, proof presentations, speeches, pictorial presentations, hand-outs, videos, songs, games, tasting...

4. During each lesson, we integrate songs, music, medicinal plants if need be, ancestral codes or elements of cosmo vision or spirituality.

To conclude, Idiomas 3000, which is derived from Pedagogy 3000, has been developed to support children, students and adults (even seniors) in

1. We personally believe that we should be more flexible with the use of computers, internet and educative videos. ↵
2. Maria Montessori: 1870-1952, born in Italy. She was a teacher with a scientific, medical, philosophic, feminist and humanist perspective. ↵
3. Information provided by the Barrie Montessori School, Simon Gonzalez # 8848, Santiago, Chile, telephone (56-2) - 3265431 to 4749618 and Professor Claudia Esquivel Velle, an expert on the Montessori method. ↵
4. <http://www.educar.org/articulos/metodomontessori.asp> ↵
5. Information provided by Enrique Hernandez, director of the Tumbaco Kilpatrick College, Ecuador (2003 pc). <http://www.kilpatrick.edu.ec/> ↵
6. <http://www.kilpatrick.edu.ec/> ↵
7. All the references from this school come from their website, with the kind permission of Edith Martirena director. IDEJO, Institute for Youth, Address: 19 April 3333. Montevideo. Uruguay. Phone: (598 2) 3093553 - 3094246. Website: www.idejo.edu.uy. E.Mail: extension@idejo.edu.uy ↵
8. Karin Boller, director and teacher at the Kurmi Wasi School, Achocalla, Bolivia. Tel. (591-2) 289 0039 email: karinboller@hotmail.com ↵
9. Traditional Aymara offerings ↵
10. Carles Enrich Parellada. Kindergarden and Primary Teacher Training Team (ICE Autònoma University of Barcelona) and Coordinator of the Systemic Teaching Diploma (Gestalt Institute of Barcelona). Esparreguera, April 16, 2006. Photo 1: <http://www.claraventura.com/articulo-3.html> Photo 2: <http://pen.cne.gob.pe/objetivos> ↵
11. The CUDEC (Centro Universitario Dr. Emilio Cárdenas) is a private school that has about five thousand students from the different stages of education, from kindergarden to university. It is spread across various offices located in Tlanepantla, a city of ten million inhabitants emerged together with the city of Mexico DF www.domus.cudec.edu.mx, e-mail: comunicacion@cudec.edu.mx ↵
12. Bert Hellinger (Germany, 1925) was working as a missionary for a Catholic order among the Zulus of South Africa, and later became a psychoanalyst and through group dynamics, primary therapy, transactional analysis and various methods of hypnotherapy, he developed his own family and systemic therapy which enabled him, during the 80's, to what is now known as family Constellations. ↵
13. The Gestalt Institute, founded by two therapists together with Vicens Oliver, offers training and therapeutic interventions from very different perspectives. ↵
14. The following information comes from webpage <http://www.espinoso.org/biblioteca/biodanza.htm>, with the kind permission of Nicholas Espino, info@espinoso.org. ↵
15. www.espinoso.org/biblioteca/biodanza.htm ↵
16. Web www.espinoso.org/library/biodanza.htm ↵
17. <http://www.cuidardoser.com.br/pedagogia-iniciatica-educar-para-ser.asp> ↵

CHAPTER 9

Bio-intelligent tools, essential support for parents and teachers

*Fulfilment is something really important,
otherwise education becomes a mere mechanical process oriented towards a career or a profession.
In society as it is now, it is inevitable to be concerned with career and profession but, if we devote all our efforts to them,
then the freedom for fulfilment will slowly fade away.
That's not the essential aim (...).
But it does not mean that the academic level of children will be lessened.
On the contrary, the fulfilment of the teacher, (or parent) and the student, the career and profession, will find their right place.*

J. Krishnamurti

1. What are Bio-Intelligent tools?

In this part of the book, we will present a vast range of simple, fun and creative tools for practical application in the classroom, at home or during a workshop. They are called bio-intelligent or bio-recreational tools and they are wonderfully adapted to the children of today and the adults who guide them.

Bio-intelligent tools are pedagogic and therapeutic practices for integral development; they are alternative, complementary, natural, flexible, inclusive, and directly engage the pupil or the patient. They can be used within the educational framework, at school or at home, as well as in a consulting room.

They work by themselves, require very little material and are accessible to everybody. They are universal tools that can be used in every country in the world. These techniques consider the human being as a holistic being, like a unity, a permanent integration, an interrelationship between the physical, mental, spiritual and emotional body.

Bio-intelligent tools work on different levels at the same time, down to the deepest and most subtle ones. They help to free the energy blocks, to connect us with our inner wisdom and discover ourselves, our immense potential and our qualities.

Some researchers think that these tools work directly on our DNA level (see the work of Isabel Kambourian, biologist Elizabet Sahtouris, and American authors like Gregg Braden, Judith Bluestone Polich and Edgar Mitchel, the founder of the Institute of Noetic Science among others).

Bio-intelligent tools are particularly interesting techniques to be applied within the framework of the third millennium education, because:

- They stimulate multiple intelligences.
- They connect and harmonize the two brain hemispheres.
- They develop emotional intelligence.
- They free the energy circuits, physical as well as subtle.
- They open and activate the energy centres of the human body.
- They harmonize and balance the magnetic fields of the human body.
- They connect to the telluric and cosmic forces and to other energies and knowledge sources.
- They reactivate the cellular memory and the latent genetic codes.
- They are based on processes of self-learning and self-healing.

They imply holistic teaching and healing tools aimed to expand human consciousness. They stimulate personal self-development in a natural and holistic way.

Bio-intelligent tools are pedagogic and therapeutic practices of integral development; they are alternative, complementary, natural, flexible and inclusive, engaging directly with the pupil or the patient.

For the educational system, these bio-intelligent tools can be used in:

- Music-teaching, singing, sonidosophy.
- Dances, traditional dances, body language.
- Mandalas.
- Art-teaching.
- Pottery.
- Symbols, codes and ancient drawings.
- Bio-tales, myths, legends.
- Harmonization techniques for children and youth.
- Tools to acquire anti-stress negative ions.
- Rooting techniques providing stability.
- Relaxation and breathing techniques.
- Working with the five external senses.
- Working with the five inner senses and intuition (right hemisphere).
- Brain Gym (exercises that encourage the synchronized use of the two cerebral hemispheres).
- Cooking.
- Sports and martial arts. Archery. Capoeira.
- Take care of a garden, plants, and pets.

In the health field, they are very useful to adjust the high energy of the Third Millennium and to achieve a harmonious balance. We quote a few:

- Massage techniques. Massages for babies and children.
- Shiatsu.
- Cranesacral therapy^[1].
- Flower Therapy.
- Aromatherapy.
- Phyto-therapy.
- Gem-therapy.
- Reiki.
- Art therapy, mandalas.
- Techniques for children to stabilize and gain contact with the Earth.
- Bio-movement, dance and physical expression.
- Harmonization, relaxation, breathing.
- Visualization.
- Music Therapy.
- Laughter Therapy.
- LSE: Somato-Emotional Release, therapeutic process that helps to release within the mind and body the toxic waste produced by past traumas associated with negative reactions.

The division between education and health is not so outlined when using bio-intelligent tools, because what works for teaching also works for health and vice versa. This is an integral development, where health is education and education is health.

Bio-intelligent tools are practical, pedagogical-therapeutic, integral, alternative and complementary; natural, flexible, inclusive, which gets the students, student or patients involved.

2. How do they work?

Bio-intelligent tools are based on molecular biology, which gives credit to these tools today, showing a fascinating world formed by microscopic mechanisms at a cellular and molecular level, which work with astonishing precision. Recent studies led biologists to talk about an intelligent functioning of cells and molecules (Doctors Lorenz Fischer, John Upledger, Zvi Karniand Fritz Popp). Nature uses information, encoding, interpretation and transmission of these cells and molecules in an extremely subtle manner.

The French researcher Paul Degryse reports:

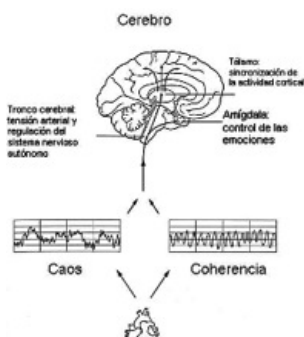
The human being is a photon being. Prof. Fritz Popp, a biophysicist at the University of Kaiserslautern, has been investigating, for over 20 years, the phenomenon of bioluminescence, also called ultra-reduced cell radiance in living things. His research shows that every living organism is a transmitter of photonic light, this is, short frequency ultra violet waves which the cells emanate and which have extraordinary energy power because they work like thousands of tiny biological particles gently radiating from the entire body of a living being. This emanation plays a key role in the most fundamental level of the DNA life; nuclear structures of living cells that contain all the memory of the being to which they belong to and they are also responsible for cell reproduction [...]. According to Prof. Fritz Popp, the DNA of the cells work as a battery of light trapped by life, a phenomenon well known to David Bohm who, through his quantum view of the universe, said that matter is *frozen light*. Finally, Prof. Fritz Popp relates his concept of bio-photonic frequency with the vector-field regulators of living systems, of Rupert Sheldrake. (Degryse, 1997:175)

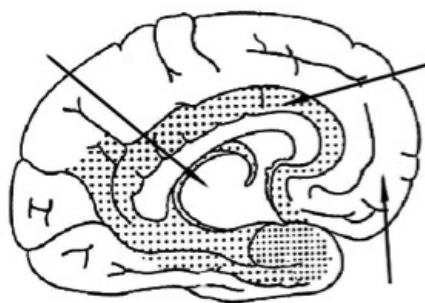
One of the characteristics of bio-intelligent tools is to work in direct connection with the emotional brain and to free the emotional blocks, whose origin may be very old. As we saw before, the emotional or limbic brain, located inside the brain, is activated by feelings like fear, sadness and joy. This brain receives information from various parts of the body and responds in an appropriate way by controlling physiological balance: breathing, cardiac rhythm, blood pressure, appetite, sleep, libido and hormonal secretion. It may also be linked with the immune system (Servan-Schreiber, 2003: 35ss).

The emotional brain is connected to the heart by the sympathetic and parasympathetic system, creating what is called the *little brain of the heart*. In the heart-brain system, these two bodies influence each other at every moment. Among the mechanisms that link the heart to the brain, the nervous system plays a particularly important role. It consists of two branches: on the one hand, the branch called *sympathetic*, which speeds up the heart and activates the emotional brain, and on the other hand, the *parasympathetic* branch, which slows down one and the other. (Servan-Schreiber, 2003:53)

French psychiatrist Servan-Schreiber proved the relationship between emotions, heart and brain activity. With a computer he recorded the heart rate, which changes according to intellectual activity, emotions, stress. He concludes that:

During states of stress, anxiety, depression or anger, the heart rate between two heart beats becomes irregular or *chaotic*. During states of well-being, compassion, or gratitude, this variable becomes coherent, this is, the acceleration and deceleration of the heart rhythm is regular (...). States of chaotic heart rate makes us lose a lot of our vital energy. This makes us exhausted, lack in clarity and produces illness. (Steven-Schreiber, 2003:57)





The heart and reason, the heart-brain system together with the sympathetic and parasympathetic system.

With bio-intelligent tools we regain this inner calm, this form of *coherence* which allows us to live in harmony. Dr. Servan-Schreiber considers four processes of the emotional brain on which bio-intelligent tools act directly:

- Emotional disorders are the consequence of the faulty working of the emotional brain. Indeed, this brain registers painful events in the unconscious of the patient, which are then manifest in pathological behaviour.
- It is a question of dissolving this painful scar and reprogramming the emotional brain so that the answers respond to the present and not the past.
- The emotional brain reacts rather deficiently to words and reasoning, but responds very directly to the body, this is, to purely physical stimuli. Therefore it is more effective to rely on physically therapeutic methods.
- The emotional brain has natural mechanisms of self-healing. (Servan-Schreiber, 2003)

Bio-intelligent tools are based on a double premise:

- Cells are intelligent and the energy directed with a pure and enduring intention can perform appropriate and relevant work.
- The process starts within us, it responds to a self-learning and self-healing process. Teachers or therapists do not do the work for the pupil or the patient; they simply help them to guide them, to identify the right *catalyst* and to awaken a faculty within the person to assimilate new knowledge or to initiate a process of self-healing.

Today, it is especially important for the pupils to be responsible for their learning process, just like patients should be responsible for their own healing. With bio-intelligent tools it is not necessary to analyse (as in psychoanalysis, for example) passed painful events, nor understand the situation intellectually. One must remember that the mere fact of drawing, painting, singing or shouting... can treat and liberate, reconnect the two hemispheres and heal the emotional brain, providing an opening to more subtle planes. Bio-intelligent tools have general-purpose, fast and effective teaching techniques which work on many levels at the same time: for example, physical, social and spiritual, and which stimulate creativity. They work for all ages and all types of people.

Dr. Bernie S. Siegel predicted:

Within 10 years, the effects of consciousness on the human body and matter will be a scientifically demonstrated fact and patients will take an active part in the medicine of the future. (Siegel, 1995)

We believe that with bio-intelligent tools we will be able to say the same for education:

In 10 years, the effects of consciousness on the learning processes and integral development of the pupil will also be a scientifically demonstrated fact and students will take an active part in the education of the future. In truth, life itself is a bio-intelligent and spiritual tool.

Bio-intelligent tools function very well with children as well as adults. It is possible to organize inter-generational workshops where everybody works together. One can choose to apply slower and softer techniques for the seniors while respecting their desire to work in harmony with their biological rhythm.

Bio-intelligent tools are the source of immense well-being. They achieve a more balanced health and a healthier emotional life. They stabilize our emotional being and allow us to carry out the processes of learning with fluidity and pleasure.

It is up to each one to explore, discover, learn or perfection the use of these techniques, putting them at the service of the children of today.

3. Mandalas

A mandala^[2] is a sacred drawing following a more or less symmetrical development starting from a central point. These drawings, organized around the centre, are connected to an inner state. Mandala is a Sanskrit word which means circle, crown, rotation, circulation, round, dance and offering. This word can also be understood as Wheel and Totality. Beyond the definition of the word, from the spiritual point of view, it is an energy centre of purification and balance which helps to transform the environment and the mind, an ideographic system containing a sacred space. The mandala can also be called a psycho-cosmogram as it allows the person who uses it to reintegrate into the universe and the absolute consciousness. It is a form of art-therapy. Mandalas have been used for a long time in many parts of the world: India, China, Tibet, Americas, Australia, Europe...

Picture: Collective inter-generational Mandala with Dr. Patricio Pérez, Ecuador, May 2003

Psychiatrist Carl Jung said that they were so powerful that they had saved him from madness. He used them within the framework of therapies to better understand the psyche of his patients. Jung interpreted his own dreams by drawing a mandala every day. Thus, he discovered the close relationship existing between the mandala and the human psyche, and worked out a theory on the structure of the human psyche. According to Carl Jung, mandalas represent the totality of our psyche in miniature, including the conscious and the unconscious, and the prototype of these drawings is deeply anchored in our collective unconscious.

A mandala represents the human being. To be in interaction with a mandala helps us to heal our psychic and spiritual fractures, to express our creativity and reconnect with our inner Being. It is like starting a journey towards our own essence. The mandala opens doors within the unknown and brings forth our inner wisdom.



How to make a mandala?

One can add colours, complete it or invent it. The colours of a mandala can be added by everyone, children or adults, even if they cannot draw. It is easy to colour; one just has to fill in the various geometric elements in the drawing. Everyone chooses the colours, the intensity of colours and the material (watercolour, inks, waxes, pencils...) according to their mood at the moment. Let the children colour as they wish. You can put soft background music if you like.

By drawing from the centre towards the outside, we can open the heart and expand. By drawing from outside towards the centre, we concentrate and avoid distraction. Leave the children or the adults to colour as they wish, without intervening, without inducing anything. Let them follow their heart. One can also make collective mandalas.

One can also work on a mandala with an intention, by thinking about what we wish to deepen or acquire for ourselves or others. The benefits of mandalas are many:

- They are an active meditation.
- They connect us to our essence.
- They develop fluidity with the outside world.
- They help to expand consciousness.
- They develop patience.
- They increase intuition.
- They give us self-confidence and help us to accept ourselves.
- They heal physically, emotionally and psychologically.
- They balance us, *centre* us.
- They are a source of creative intuition, satisfaction, harmony and inner calm.

Interactive exercise:

No. 30: Mandalas to photocopy and colour in

Drawings from Fernanda Domato's work, Dana Tir, the IDEJO; books of energies and strength through Mandalas, theory and practice. As well as from various websites-



Shapes and meanings

Mandalas are not just colored drawings. All elements integrated in them have a meaning. For example:

Circles represent movement, the absolute, the synthesis, the real 'I'. Hearts represent the sun, love, happiness, joy, the feeling of union.

Crosses represent the union of heaven and earth, life and death, consciousness and unconsciousness.

Squares represent the processes of nature, earth, stability, balance.

Stars represent the symbols of spiritual freedom, elevation.

Spirals represent vitality, healing energies, the constant search of the whole.

Hexagons represent the union of opposites.

Labyrinths represent the search for our center.

Butterflies represent the self-renewal of the soul, death and transformation.

Pentagons represent the silhouette of the human body, earth, water, fire.

Rectangles represent stability, performance, intellect, life on earth.

Triangles represent water, the unconscious (triangle facing down), vitality, transformation (triangle facing up), aggression towards oneself (in the centre).

What do the colors mean?

White: emptiness, Tao, purity, illumination, perfection.

Black: death, personal limitations, mystery, renaissance, galactic consciousness, courage.

Grey: neutrality, hesitation, renewal.

Red: masculine sensuality, love, anchoring, passion.

Blue: tranquility, peace, happiness, satisfaction, and fluency.

Yellow: sun, light, cheerfulness, friendliness, receptivity.

Orange: energy, dynamism, ambition, courage.

Rose: women and children aspects, gentleness, unselfishness.

Purple: brotherly love, idealism and wisdom, transformation.

Green: nature, balance, growth, hope and healing.

Violet: music, magic, spirituality, transformation, inspiration.

Gold: wisdom, clarity, insight, vitality.

Silver: extrasensory abilities, fluctuating emotions, welfare.

(Dana Tir, the IDEJO, *Energy and strength through Mandalas and Mandala, Theory and Practice*. Webpage:

http://www.mipunto.com/temas/3er_trimestre02/mandala.html)

Interactive exercise:

No. 31: Labyrinths

1. Enlarge photocopies of the two labyrinths drawings. Ask your students or children to choose a coloured pencil (let the child choose the colour) for them to follow the path to the center without lifting the pencil. After ask them to return again to the entry of the labyrinth.
2. Suggest the children to investigate and look for more labyrinths according to their country and our culture. Find the history of each labyrinth.

Research on meditation with labyrinths and practice them with your class or family (adapted according to age and context if necessary). Examples: Chartres labyrinth of Crete, Sens..



Labyrinth, following the steps of your life

4. Art-Teaching

Teaching art (and art-therapy) includes sculpture, painting, pottery and any discipline related to Fine Arts. They use many techniques and can be associated with movement, music and any conceivable process of creativity (by ourselves or the children).

A very interesting and therapeutic way of proceeding, both with adults, children and young people, is to work through colors. Prepare only three colors (you can buy water-based paint per kilo): blue, yellow and pure red.

Step 1: Provide large sheets and all kinds of material and textures. First work exclusively with blue. Work more or less for an hour (except with small children) and after everyone comments their experience: what they felt, understood and lived.

Step2: Repeat the same process, now working only with yellow.

Another useful exercise is: *Where do I come from?* from the Waldorf method. Use a black cardboard and paint you can work with your hands. It is important for the cardboard to be black.

Step1: Ask the children to close their eyes and visualize where they come from.

Step2: After the children can open their eyes and paint what they saw.

Step3: Sit in a circle and discuss the experiences.

The results will amaze you!

Art and pottery workshop in Idejo

Patricia Maciulaiti shares her experience in her class at the Idejo college:

Creation emerges from the fun and pleasure when one begins to organize the shapes and colours. We work the earth with our first tool: our hands. Materials like mud or clay immediately connect with our touch and taste senses. Modelling is a very educational, therapeutic, balancing technique of great importance because it allows immediacy in the execution of the model and decoration.

The child likes what is natural, rustic, primitive, imperfect, and ingenuous. We should not communicate our aesthetic preferences to him or her nor our prejudices such as: our veneration for regularity, symmetry and perfectionism.

Working with earth makes it possible for the children to contact their creativity through natural materials. The fact of learning to like what they do with their hands, to find pleasure in completing creative work, alone or in a group, brings to them elements which are absolutely necessary for the XXI century.

Instead of proposing fixed and stereotyped models, one works by instruction (volume, cavity, various forms...) that the child will modify according to his/her personality, his/her positive or negative aspects. The work achieved is respected, because it is the dynamic reflection of his/her emotional state and his/her psychological evolution.

I try to motivate the child, to bring them closer to me affectively, so that they can actively, freely and creatively develop, within this relative equilibrium in which us human being live in.

It is absolutely fundamental for the child to take part in the collective work. So they will be able to integrate in the group and develop their personality by understanding the positive relations they can maintain with their companions. Regarding the individual, each child will carry out their quest and will find themselves going through their authentic path of expression. Artistic teaching will bring forth a healthy, creative, profound, strong and generous adult, able to act, and receive love. (Maciulaiti, 2000: ea)

Artistic teaching shapes a human being able to act and love.

5. Ancestral codes in education

Now that I spoke to you about the Mayan, I want to tell you about the 20 symbols.
They are archetypes with their own intuitive incorporated result, which we identify with.
They are divided according to the four races:
red, initiator; white, refiner; blue, transformer;
yellow, matures.
Soon they will be together.
In the Spell of Sleep you will know what family you are from, which is your symbol, your tone, your analogous symbol (affinity), antipode (negative, what you have to do see and change), hidden (those innate tools within you, the ones you have and may not see) and your guide symbol.
Let's go by parts ...
after we will talk about your tone and I will show you how to make your wavespell.
Mayan master



Mayan Glyphs^[3]

Ancestral codes transmit the whole historical-cultural-spiritual knowledge of a people. They carry important messages for the present and future of humanity.

It is important for the children and young people of today to have access to the ancestral codes so they can be assimilated. It can be songs, sounds, myths, ancestral dances, symbols. They can be Andean, Central-American, North American, Amazonian or from any other culture of the world (Inuit, Maori...). One can integrate African, Asian or Middle Eastern symbols and representations, from the present or remote past (European also: Celts, Cathars, Vikings...).

It is recommended, among others, to use the Mayan synchronometry with children and young ones, which for some mysterious reason, particularly resonates with them. It includes the calculation of the sun, lunar and galactic cycles, galactic tones, radial plasmas (cosmivision of time), trigrams of life, the Mayan sacred geometry, sacred galactic calendar, the Tzol Kin, the 13 Mayan Blue Crystal storm laws, among other fascinating and recent topics!

Mexican researcher and specialist, Arturo Rodriguez, explains:

The solar symbols are represented by glyphs. Graphically they telepathically transmit their characteristics so that the perception that each person has of each of them is personal, as it expresses itself as a manifestation of solar consciousness. They are re-stimulators of ancestral memory, telepathic re-activators, the gateway to holographic thinking, the mental function that operates with images and symbols rather than words, whether written or heard. (Rodriguez, 2004:26)

The ancestral codes awake the cellular, individual and collective memory, establishing a direct communication with the cells and the unconscious through catalysts which can be produced by specific sounds, places, colours or symbols. Oddly enough, they awake the present as well as the past. Indeed, they reconnect with the past, awake the ancestral consciousness (*who we are*), strengthen the connection with our roots and with the various space/times, just like the consciousness of *what we will be*.

If it is certain that they come from the past, the ancestral codes and symbols are interesting for us above all because they can awake the codes of times to come. Wolfgang Kellert, Bolivian writer and film maker comments:

In fact codes convey concepts, use energies, define processes and connect with the universe – they are an expansion of consciousness. (Kellert, 2000)

They are means of information, coding, interpretation and incredibly subtle and effective systems of transmission in the teaching process directed towards the inner being. They immerse us in an intelligent and alive nature, as in a timeless and universal historical-cultural process.

To conclude, the symbols link us to each other on this planet, because they are not subjected to the fragmentation of languages; they speak directly to the unconscious.

INTERACTIVE EXERCISES

No. 32: Ancient symbols

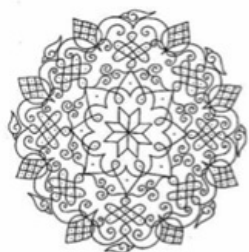
1. Research and look for ancient symbols from your country and other countries you are interested in. Choose the most interesting symbols for drawing and colouring with your students or family.
2. Photocopy the three pictures that appear below, amplify them and give them to your students to colour them.



Wiracocha central figure in the Puerta del Sol, Tiwanaku, Bolivia



Celtic art. The Celts have left an artistic legacy of great sensitivity, which is especially reflected in their sacred geometrical drawings, composed of abstract reasons and interlaced lines, resulting in extremely complex and harmonic designs. Taken from <http://arte.laguia2000.com/etnias/el-arte- Celtic>

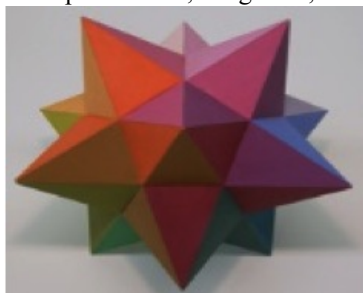


Kolam in South India, Tamil Nadu culture. The sacred kolams are drawings which are made every day by women in front of their house with rice powder and lime. Drawing provided by the Ilaignarkal Education Centre from the Kolam book- The Traditional Floor Drawing

6. Multidimensional Mathematics

Now we are going to talk about: Sacred geometry, fractals, the mathematics of the indigenous cultures and mathematics for babies, Math Dot Cards.

These presentations, though brief, are intended to encourage teachers and parents to explore innovative integral development paths which fascinate the kids.



Sacred geometry and awareness

Sacred geometry is the study of geometric shapes and their metaphorical relationship to the human evolution and the universe. It is the study of evolutionary transitions of mind, emotions, spirit and consciousness, reflected in the subsequent transition from one sacred geometric form (consciousness) to another.^[4]

When we consciously activate a series of proportions or sacred geometry around the body such as a tetrahedron, or any of the Platonic solids, we are tuning our own personal frequencies in synchronicity with the dominant harmonic. This means that we all exist within each person, animal, plant, star, planet, species, etc... Through all creation and all planes of existence.

For example, it is very interesting to study with the students the icoso-dodecahedron figure because it represents the geometric pattern of Planet Earth. The icosahedron represents the Water element and the dodecahedron Ether o Spirit. The icoso-dodecahedron has 30 edges, 20 triangular faces and 12 vertices, it is the consciousness of water and ether combined. It represents the seed of life and the pattern of the universe.



Picture 1: Teaching sacred geometry to children (and not so children) with platonic solids of big proportions. Architect Oscar Senmanche, Peru.

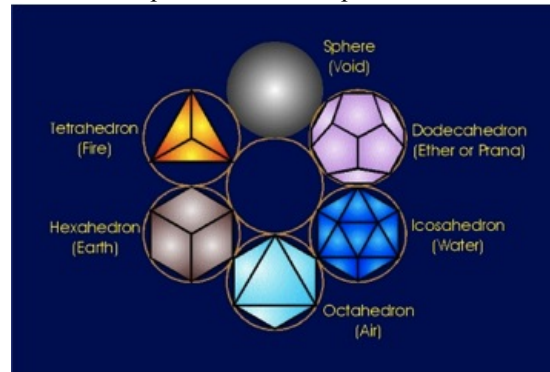
Picture 2: The figure of a stellated dodecahedron. The dodecahedron is the energetic pattern of Planet Earth

Platonic Solids	Formed by	Element	Colour	Associated with	Help with
Tetrahedron	4 Triangular faces	Fire	Red	Love	Connect with the superior Being
Hexahedron	6 Square faces	Earth	Green	Will	Energetic balance Healing
Octahedron	8 Triangular	Air	Yellow	Wisdom	Mision revelation

	faces				
Dodecahedron	12 Pentagonal faces	Ether or prana	Violet	Planetary consciousness	Connection with the planet and the

					consciousness that we are one
Icosahedron	20 Triangular faces	Water	Blue	Cosmic consciousness	Cosmic consciousness expansion
Sphere	Synthesis of all the solids	Universal energy	Orange Golden	Divine consciousness	Unity experience with the whole creation

Comparitive Table of the platonic solids



Architect Oscar Senmache^[5] explains:

Sacred Geometry allows the archetypal structuring of energy, Sacred Architecture gives rhythm, beauty and harmony to creation, and the Energy Dynamic that involves knowledge, understanding and the conscious human use of the Divine Energies during their evolutionary process representing the fundamental Triad of Creation for the education of the third millennium. Mystical Magic involves experiencing the Divine Laws of the Creative Triad by using the fun of Magic as a very useful teaching tool for the spiritual awakening (Senmache, 2008: ea)

Here is an interview with the architect Oscar Senmache from Lima, Peru, on Sacred Geometry and its relation with the education of the Third Millennium.

Oscar, what is Sacred Geometry?

- Sacred Geometry is the language or signature of God's creation. As one of the vertices of the creative triad, along with Light and Sound which gives beauty, rhythm and harmony to the creation of this multidimensional universe.

Sacred Geometry orders the energetic structure of matter, organisms or entities at their different levels of manifestation, by giving its architecture an efficient organization and distribution through a Dynamic Energy, which corresponds with each evolutionary plan.

What is Mystical Magic?

- As part of the methodology for the education of today and tomorrow, living the experience of recognizing a principle or universal law in a specific way is one of the most important characteristics of the application of mystical magic, which links the effect or manifestation of the law with a magical act which connects the understanding of itself in a dynamic, playful and fun context.

The polygonal numbers have been on of the most attractive mathematical topics in history. <http://divulgamat.ehu.es/weborriak/Historia/MateOspetsuak/Inprimaketak/pitagoras.asp>

Can you give an example of Mystical Magic?

- When raising awareness on the pattern of fraternal sharing, for example. A geometric reference exists which gives us a good understanding of this principle where each participant experiences the magical representation. For example, we can illustrate this with a birthday cake. (Look at the interactive activity No. 24) The awakening pattern in this magical effect is to always stimulate in the attentive viewer a state of fraternal sharing where the feelings that they have experienced are always open to make each person offer their best in any situation and, in this state of love, the magic of the laws always manifest themselves, as in this case where geometry plays its instructive role.

What is the relationship between Sacred Geometry and the awakening of consciousness?

- As a tool to help us with our spiritual search and awakening. Sacred Geometry leads us to the knowledge of ourselves, of our true nature as well as the true nature of our environment, allowing to open the necessary levels of understanding in a higher octave of consciousness, and to be able to act with wisdom, love and service. In this aspect Geometry becomes Sacred because it supports this gradual awakening, as any discipline or science should do.

Any universal principle or law, whether it has a physical, electromagnetic, or spiritual nature, is most likely to manifest itself in any context because it is a law. For this reason any path of knowledge can be sacred if we take into consideration this aspect, it depends on the place where we focus our attention, and in this case, our peculiar geometric way of understanding reality.

Why are Sacred Geometry and Mystical Magic remarkable teaching tools?

-Because it helps in a very didactic way to recover that lost connection with reality, it allows to reveal the Supreme Being or the innate spiritual essence we all are, and to recognize the wisdom and perfection in all that has been created; living the unity between all things and to be able to coherently fulfil the mission we were meant to do on this marvellous planet.

Any recommendations for teachers and parents?

- One of the greatest achievements of the spiritual awakening is to reach the unity consciousness with the whole creation; any conscious effort is directed to fulfil

a sacred purpose or Divine Plan, and most important, to recognize our divinity, which is the presence of God in each of us. The mission of education for teachers and parents in this aspect consists in helping the student to remember this natural state of connection with nature; which is a state of beauty, balance and harmony, a state which will influence positively with the current planetary dimensional change.

Would you like to share a message? Anything else?

- To take into account that Wisdom, Love and Will is the perfect triad to manifest the divine part of our human nature.

Any references to study more about this subject?

- Yes, I recommend *The Ancient Secret of the Flower of Life*, from Drunvalo Melchizedek and *Architecture and Sacred Geometry*, from Dan Winter. The recommended links are: www.floweroflife.org and www.psicogeometria.com

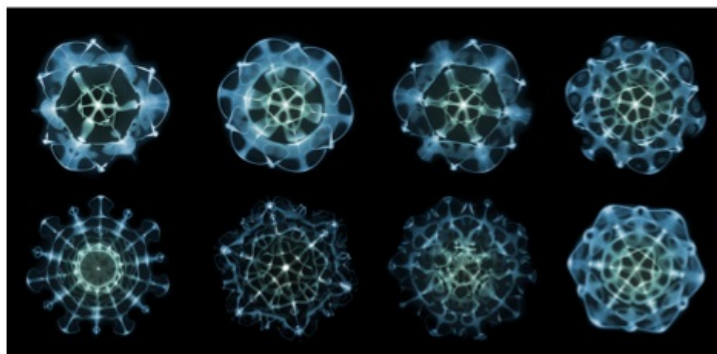
The most important theme in these sciences is for Sacred Geometry and Mathematics in general to have an educative application from the higher octave which corresponds with this New Age, and which implies the need to integrate this wisdom through knowledge, always making the connection or link with the Cosmic Laws. Architect Oscar Semanche

Sacred Geometry can be found in the whole of creation

On this planet, for the smallest particle, element or compound to be able to solidify itself and become matter, it requires the need for a model based on a blueprint, or sacred geometry, to build itself and to experience its purpose. This model or blueprint on our planet is like a net that works as a guide for the muons, quarks, positrons, electrons, atoms and compounds to organize themselves.

View of the electrons of crystallized salt (left) and a view of the electrons of crystallized beryllium (right). In these photographs we can see the atoms extending themselves in an organized manner through a morphogenic net. These circular electrons align themselves in a pattern which is similar to a mandala, just like a platonic solid or a combination of them.

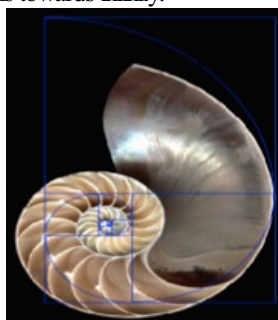
If we take a look at Hans Jenny's research, called Cymatics, we may see examples of how sand, placed on a metallic plate, is capable of supporting musical tones that make the particles of sand form different geometrical patterns for each note. When the note changes the geometrical configuration changes. When we carefully observe our reality on the terrestrial plane, we can see sacred geometry in everything. All the minerals, for example, organize themselves according to sacred geometrical proportions and we may find their respective geometrical blue print.



Picture of different pattern formed from Cymatic experiments

The Golden Spiral, where mathematics and philosophy find each other

Its also very interesting to study the Spiral of the Golden Mean with the students. One of the main characteristics of this Spiral is that it continues forming a spiral which infinitely decreases. The spiral soon becomes so infinitesimal that, theoretically, it could break through a dimension and enter into another one. Once this happens, it may begin again within another dimension as a comparatively bigger spiral, coming down to decrease itself once more until it breaks that dimensional plane and it move towards another one, and progressively like this towards infinity.



Picture of The Golden Spiral

The Flower of Life

Another example of a geometrical pattern that can be worked with the big and small students is the Flower of Life. It is a geometrical structure made out of nineteen superimposed circles which create a kind of mandala. This structure is very ancient and it is represented in archaeological sites of remote civilizations, such as Egypt and India. We can say it is the geometrical matrix of life, and all possible forms of life arise from it. The Flower of Life and many other geometrical forms, such as the geometric solids, create the structure of our light body, planet and galaxy.



Flower of life in Egypt



Modern flower of life

Fractals, the union of beauty, arts and mathematics

At the end of the XIX and beginning of the XX century a group of mathematicians, led by Peano, Hilbert, Koch and Spierpinski, among others, formulated a new family of curves with curious mathematical properties which did not fit in any type of classification made until then. Opposite to the geometry that was used until then, based on rectangle, circles, triangles, ellipses, etc., this new geometry described winding curves, spirals and filaments which revolve on themselves, creating elaborated figures with details which went towards infinity. In 1977, with the help of a computer, the French-Polish scientist, Benoit Mandelbrot, was able to obtain the first image of this new geometry, which he would later call Geometrical Fractal. In 1980, the publication of his book: *The fractal Geometry in Nature*, he popularized the fractal geometry and originated the arise of fractal images.

The fractals are obtained from a mathematical formula. The Geometry of consciousness is expansive, creative and a bridge towards infinity.

Professor José Martínez Aroza (Department of Applied Mathematics, University of Granada, Spain) says that fractal geometry produces magnificent fractal art and music, which creates an interesting approach of mathematics in the students.

Maria Fernanda, Argentina, says:

Fractals are the geometry of space, the geometry of consciousness, they are expansion and creativity. The fractal term was coined by Mandelbrot when he was looking through his son's Latin dictionary. When joining the words *fractus* (break) and *fracture* (fracture) it gave him a double function to his creation. It was at IBM where the fractal Geometry theory was born, which is so beautifully represented by Mandelbrot. There are many fractal examples: Koch's snow flake, Spierpinski's triangle, Cesaro's curve, the curve of the Dragon, of Hilbert, etc., and all of them represent strange creatures... and beautiful; they express a rectangular complexity and an unbendable self-similarity.

Daily we can observe many objects with a smooth outline, which seen with fractal eyes, will become as rough as we want them to be. They have always been among us: in ferns, our lungs, in cabbages (if you do not believe it get a magnifying glass and take a look), snowflakes, watersheds, mountains, in the growth of certain vegetables. The reason why a mathematical concept such as this has crossed the borders of algebra and geometry books is clearly visible. Some mathematical algorithms produce spectacular images. These images are known also as fractals. Here is where a small and fun task begins [...] How are they created? To make a fractal image we basically need three elements: a computer, a software and a bit of patience. Mathematical knowledge is not strictly necessary. (María Fernanda, 2003: em)

Marco Mendoza, a young fan of fractals explains that:

There are an infinite number of fractional dimensions within each dimension, and that is the main idea behind fractals. In fact they are in everything, from the leaves of the trees, the ice molecules, music and even ourselves. Fractals can be heard in music; this experience is spectacular. (Mendoza 2004: pc)

Fractal images are nothing more than computer representations of a single mathematical formula, which is usually very simple, by using an algorithm with colour, which usually tends to be simple. The surprising complexity that can be seen in these images is solely due to the arithmetic properties of complex numbers. The artist job is to choose the appropriate formula, to select the region of the complex plane that presents the most interesting forms and to design the algorithm colour that fits best in its understanding. Fractals represent the boundary between art and mathematics. If we analyse them carefully we can perceive the emotions of its author in each shape and colour. Fractal music also produces mysterious and beautiful sounds, mixed through fractal techniques to create a strange, new and spectacular audio journey. You may find several pieces of beautiful fractals in the coloured photographs in the book.



Picture of a fractal

Mathematics of the original indigenous people

Original indigenous mathematics covers many exciting areas for the children, because they meet a new and challenging way of understanding maths and enjoying the mystery and attraction to decode the mysteries of the past and future. It could include, for example, the exploration of the model of the Southern Cross in the Andes, Sacred Andean codes and their Sacred Geometry, their laws of design, its colour mark and colour theory, fractal geometry from Tiwanaku, calculation systems and Andean informatics, the design of Mayan temples, calendars, and the amazing science of the Mayas. They are all marvellous mathematical challenges that are physical expressions of the sacred code of creation itself, in the sense that mathematics is not inanimate: they express the pattern of consciousness, expressed in an harmonic form.

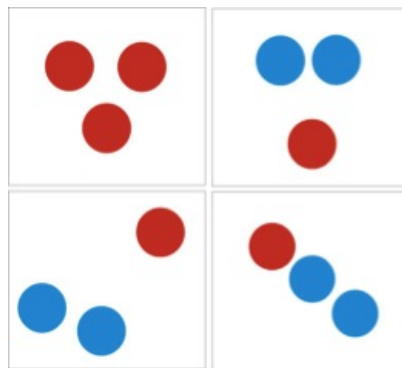
Archaeoastronomy and ethnoastronomy

Is another theme that the children and youth of today find really interesting. It is the study of astronomy from the past and present. Current findings in archaeological sites demonstrate the astronomical knowledge of ancient American cultures from representations of constellations, measurements, ratios and geometric proportions which translates their ancient logic and wisdom on the cosmos^[6].

Baby Math, Math Dot Cards

The mathematics^[7] based on Dot Cards, this is, *flashcards with dots*, work exclusively with the right brain. You can start from when the baby has just 15 days of birth with sessions of 10 seconds. First, teaching the points very quickly so they can proceed with calculations.

Fraternity and connection with the Earth, the Moon, and the Sun



7. Grounding Techniques



Among all the bio-intelligent techniques, the grounding ones^[8] are probably the most important entering into the third millennium, because they allow us to remain centered, calm and balanced in all situations. In fact, specific techniques allow children and teenagers to stabilize themselves and to *connect with the telluric forces*. Indeed, we often need to anchor our energy in the Earth; it can even be hazardous to make children practise meditation if they are not correctly anchored first.

It is important to open up to the *Earth energy in order to land*, to stop dreading daily life and to assume our role on Earth. Children often tell us that they do not like to be here on Earth and that it is really difficult to settle in their physical body. This can result in difficulties such as adapting to food, a lack of motor coordination and problems to adapt to a group.

Therefore it is essential to strengthen the physical aspects in the children, for them to grow *roots* to preserve a good body/mind balance. In this way an inner/outer, sky/earth harmony and balance can be achieved.

For this, there are certain exercises that the teachers and parents should learn and practise with their pupils and children. We will mention some of them:

- *Feet awakening* exercises, this is feet massages and exercises.
- To walk barefoot on grass or on various types of ground surfaces.
- To walk or dance like *elephants or horses*, while pressing firmly on the ground, by feeling the weight of the body on the feet, in rhythm and connection with the earth.
- To roll on the ground, to play with sand, mud or clay (usually moms do not like this! but it is important).
- To visualize the *connection with the earth*. The *carrot* technique: to visualize that their feet sink like a giant carrot into the ground, to mentally grow roots to the centre of the earth, etc.
- To cultivate a garden, to grow plants, to have pets.
- To chant with deep and rhythmic sounds while dancing (African dances)
- To play the drum, in particular drums of indigenous people.

It is always interesting to practise activities based on percussion and rhythm. One can use anything that comes to hand if there are no instruments: boxes, pans, hands, stones... Rhythms allow us:

- To feel the energy of the earth and to tune in with the rhythm of nature.
- To play with the rhythm of the heart.
- To practice with the hands, reflexology. While the hands are beating on the instrument, they are naturally practising digit-puncture on the inner part of the fingers and palm.
- To find stability and balance.

It is important for the children of today to have daily contact with nature, by playing and dancing as much as possible. It gives them stability, fills them with healthy energy and ensures a good night sleep.

7. Reduce stress with negative ions

Human stress is partly due to an excess of positive ions in our body and environment. Although they are called “positive”, actually these ions affect the physical-emotional body of human beings and alter its behaviour.

They affect our state of mind enormously and increase our bad mood, agitation and general discomfort. Children are more sensitive to them than adults. An excess of positive ions can easily affect them.

Natural sources of positive ions which can be dangerous for human beings are: natural radioactivity elements, the atmosphere before a storm, the full moon, hot and dry winds.

Artificial sources of positive ions are: artificial radioactivity, atmospheric pollution, air conditioning, synthetic fibres, computer and television screens (cathode tubes).

On the other hand, negative ions (which are called “negative” although they are very good for human beings) present many advantages:

- Clear the mind and regenerate us physically and mentally.
- They relax us.
- Help with the treatment of respiratory diseases, stabilize the blood pressure and improve the digestive system
- Improve visual reflexes.
- Decrease the cholesterol and lipid level in the blood.
- Reduce aggressiveness and anxiety.
- Can have an analgesic effect.
- Reduce allergies.
- Memory recovery.
- Clean the air from bacteria, smoke, pollen and dust.

Negative ions are found in:

- Mountain air or the seaside.
- The formation of water droplets subjected to strong turbulence: rain, waves, waterfalls...
- Green house plants because of their chlorophyll function.

c.c.c. negative ions per cm ³ of air	Examples
0 c.c.	Deadly level
5 to 100 c.c.	An unhealthy place. It is a difficult place to concentrate and where the growth of viruses and germs are favorable.
5 c.c.	Corresponds to a closed room where 2 people smoke
15 c.c.	Corresponds to the air of a closed vehicle
50 c.c.	Corresponds to a polluted city
100 to 500 c.c.	Corresponds to the air of a closed office building, with air conditioning and central heating.
500 to 1,000 c.c.	Corresponds to the air of a building whose windows are open when pollution is low
1,000 to 5,000 c.c.	Represents the fresh air of the countryside. It is the minimal content that a room or a work place should have.
5,000 c.c.	Corresponds to an exceptionally fresh and clean air
More than 5,000 c.c.	This is very pure air, very stimulating and relaxing. Germs do not survive in this environment.

According to the French researcher Paul Degryse, "High mountains, waterfalls, forests, the seaside, the countryside are the most ionized places (from 40,000 ions/cm³ of air at the bottom of a waterfall to 2 or 3,000 ions/cm³ of air in a forest)."

These negative ions are so important that a living being, human or animal, may fade away and die within ten days if they are completely deprived of them. (Degryse 1997)

To discharge us from positive ions and to charge us with negative ions, it is recommended to walk barefooted on the ground, embracing trees, to take a shower... In other words, it is necessary to *connect with the earth*, like an earthed electronic device. Spending time at the seaside is excellent; one can also take a bath with a little salt. There are ionizer appliances and salt lamps which are artificial sources of negative ions.

Make sure that the children's rooms and classrooms are flooded in light and well ventilated.

9. Body expression, to modify the intelligence hierarchy

Here is what Arianna Fasanello, a teacher at the Idejo schools, has to say:

In our Idejo class, games are our main integration tool. To play and have fun opens communication channels, frees our imagination and makes us grow by co-creating together. We are in a communication system where all the means of expression are *brought into play*. We human beings are potentially able to communicate with each other through various *languages*: literature, art, body expression, music... It is a question of rediscovering these possibilities and practising them in order to enrich our communication. While playing together, cooperating, building, we enter in relation with one another, we reconsider ourselves as a person and a group.

The heterogeneity of learning

We observe our reactions and interactions, we learn from our relations with others and work to accept ourselves with all our errors, weaknesses, attachments and qualities. By adding a story or a dance to music, we discover marvellous and different inner worlds, we understand better the value of the heterogeneity of learning and we progress on this difficult but splendid path of life in community. Our practice is based on two fundamental pillars: body consciousness and body expression.

Body consciousness

We work to develop a clear awareness of our own body, a real body consciousness. To experience the difference in perception between a tense or relaxed muscle, to perceive the energy in the movement of an articulation or to discover an object by its noise or its smell, are means of knowing and learning by using all our abilities. This way, the notions and concepts of which we become aware in our body, like working with planes, axes and levels in space, contribute to enrich the process and *expressive production*. This perspective supposes that we question the body-mind dichotomy and understand well that the cognitive contributions integrated in a physical-activity support the learning in other fields.

Let me share with you one of our experiments. In a dark room, we play with lanterns; we play to build angles on the walls or on the ground... the beams of light guide us to create a triangle together. While moving, we can form equilateral, isosceles triangles... we can compose all the geometrical figures and work with volumes. I must add that the idea of the lanterns came from the children themselves [...].

Various types of intelligence

This type of work also enables us to bring out the various types of intelligence and to avoid following single models. For example, a child who has trouble solving

maths problem can show fabulous qualities for team work, or make us laugh by miming a story. The *intelligence hierarchy* is thus modified. It is by our sensitivity... by creating a dance with our body, by transforming ourselves into wind, moon, growing seeds... we reflect our inner world and share the magic of transformation. We do body expression to have fun, develop other capacities, to structure ourselves in general. (Arianna, 2000: ae).

Capoeira

Capoeira, from Brazil, is very popular among children today. It is a cultural expression which includes various aspects. One usually identifies it just as a martial art (very particular because of the softness and the amplitude of the movements which mostly describe circles), but it is also expresses music, linguistics, a history, a culture and ethics. Capoeira is a dance which hides a difficult struggle; it is the freedom cry of the slaves of Brazil, and also the freedom cry of the soul and the heart. Its movements harmoniously relate with nature and the movements of nature^[9].



Capoeira is both a Martial art and a dance that comes from Brazil

Archery

Ancient art. Excellent to improve the children's concentration.

Dances

This section includes a wide range of activities: contemporary and traditional dances from all around the world: belly dance, circle dance, bio-dance, free improvisations, spontaneous and intuitive, spirals, sacred dances and *any type of body/emotional release through rhythm*. All the dances help to:

- harmonize the cerebral hemispheres.
- balance the body.
- nurture heart and mind.

All sacred dances are very powerful in this regard. For example, the Mexican dances are particularly interesting and powerful to awaken the ancient holistic consciousness.

Furthermore, all collective dances create a feeling of unity and friendship between the participants. They enable us to free ourselves from all the emotional tensions and traumas at the cellular level as well as to reconnect with the rhythm of life and the universe. They help children and adults to understand and accept their own body. They provide us with greater physical and mental health.

10. Circle dances

*We travel the world and through time.
Outwards and inwards.
The circle is a vehicle ,we move, we transform .
Holding hands ,in a circle, dancing.*

Circle dances are living mandalas strongly connecting us to our inner being, helping us to know each other better, while creating a harmonious, enjoyable and supportive group energy. Circle dances are collective dances of various people and cultures; they are rich and full with symbols. As Pablo Karp, the specialist from Buenos Aires says, they are invaluable multi-learning tools which allow us to come into contact with cultures who express themselves differently from us. In this way we gain more knowledge.

With these dances, we connect ourselves to our community; we establish bonds of solidarity and unite with the big human family. We all learn from each other. We all count with each other. Each dancer is protected by two people, one on each side; he becomes aware of the group, the unit and goes beyond the limits of language, race, religion, culture and time. Pablo Scornik^[10], shares his experience:

We are living a time of great challenge for our own understanding of the known reality, there is an urgent task of emptying and filling ourselves, to stop being individuals and to return to live as an holistic unit. To get rid of the filters that we have been protecting ourselves behind and to begin to face our own totality, our vastness of limitless perfection, creating and recreating ourselves; this requires channels of expression. A decent and genuine space, governed by the inner drive for perfection and wisdom which is inherent in all of us.

A circle dance is an invitation to allow the magic, which we are and which the group brings to life, to emanate and implement the new society of this third millennium

This space is a way to communicate and disseminate our activities and experiences, part of the network expansion of dance circles. It is committed to all who feel that inner river of passion by sharing and vibrating together with a dance in a circle or line. The intention is to build a collective vehicle of consciousness. Step by step we dance the common evolutionary ascending path, crossing cultures and our own inner landscape. (Scornik, 2000: ea)

Lena Strani, teacher and facilitator of Circular Dances in Idejo College shares her experience:

While dancing all together we heal ourselves and we heal our planet, we discover that it is possible to do the same in our daily life... By dancing we can improve and enrich our physical, mental, emotional and spiritual lives for the greatest benefit of the people we are in contact with. We learn how to communicate more deeply and with more focus. That way we can beautify and enrich the whole world.

Circle Dances arrived at Idejo more than 10 years ago, they settled there, grew and developed. During this time, by sharing and widening our circle with children, teenagers and adults of all ages, we began to dance in schools, parks, streets, public places... participating in this expanding network which invites us to reconnect with what is simple, essential and archetypal, in order to access other forms of truer and more profound communication.

When we dance in a circle we *are* one and all at the same time, we are part of a large moving mandala, we align ourselves with the sky and the ground, and we let this generous energy flow, the energy which passes through our heart, which connects us to humanity beyond the differences and illusory divisions. We dance the traditional dances which emerge from very old cultures, but also modern choreographies, to celebrate and honour the richness of diversity. (Strani,

2000: ea)

We must continue to dance, to sing and beat the drums. The professionals do it very well, but we cannot allow ourselves the luxury of remaining simple consumer-spectators. We must be the protagonists of our lives and we must transmit all that. How? By making, tasting, sharing, teaching, and being respectful with the transmission. Dance of the Soul.

INTERACTIVE EXERCISES

No. 33: Dances

1. Explore with your students or children different local dances.
2. Practice them in the classroom or at home with your family and friends.
3. Learn and dance circle dances.
4. Learn and dance exotic and fun dances from different countries.
5. Belly dancing from the Arab culture is a fun activity that reinforces self-esteem, helps children to accept their own body, balances their energy and stimulates concentration especially in young girls. Find out where classes are taught.

11. Relaxation and visualization exercises for children

There is an infinite choice of exercises. Choose the one you like, the one that the energy of the moment of the children requires, according to the time available, the circumstances and your inspiration.

Below, we offer you some examples by Gaia Medina, a young Spanish therapist, and María del Carmen La Valle, an Argentinean education psychologist.

Relaxation

For example, when feeling a lot of tension: lie on your back and breathe naturally from the belly. 1: breathe in, 2: by retaining your breathing, contract the toes, 3: breathe out while releasing the toes – and so on with all the parts of the body. Work especially with the shoulders and the neck where tensions accumulate. Soft music can also contribute to eliminate physical tension. We ask the children to lie down and to release little by little all the muscles of the body, starting with the feet and going up to the eyes and scalp muscles.

Visualization

It is a meditation guided by the voice, with or without musical background. The people who guide it have to visualize and let themselves be guided by the energy of the child or the group. The children will need to do some physical exercise before the visualization: run, jump... Then, it is preferable to make them lie down and close their eyes. It does not matter if they seem a little agitated or if they are not able to concentrate.

The tone and speed of the adult's voice which guides the visualization is important: start slowly with a soft, quiet and relaxed voice, speak gently and give the voice an appealing tone. The vibration of a quiet voice brings the children automatically into alpha waves.

After the visualization, we invite the children to sit down in a circle and we ask each one to share their experience. You will be surprised about what they see, hear and feel!

The benefits of visualization are multiple. For example, it stimulates creativity, develops concentration and helps to relax. It is an effective means of widening imagination and reinforcing creativity (La Valle, 2006:em).

According to Shakti Gawain, author, expert in creative visualization and pioneer of the famous *conscious movement*:

Creative visualization

is the art of using mental images and assertions to bring positive changes in our life. It is a technique which is very successful in the fields of health, education, business, sport and artistic creation. It directly helps:

- To use the capacity of imagination to create what one wishes in life.
- To modify negative patterns.
- To develop self-confidence.
- To increase prosperity.
- To develop creativity.
- To improve health and vitality.
- To experience deep relaxation (Gawan, 1995)

Breathing exercises

There are a great number of breathing exercises. The best method is to test, practise and then use what is most appropriate for us as well as for the group of children.

Here are some simple breathing exercises for children and adults: while standing, breathe in slowly from your nose and open your arms. Once your arms are well opened, hold your breath and stretch the fingers of your two hands, breathe out slowly while lowering your arms, relax – it is good to yawn during the exercise. Another very simple exercise is to *breathe while walking*: walk four steps while breathing in, and four steps while breathing out; progressively increase the number of steps.

With children and youth, before doing a relaxation or a bio-intelligent tool, it is recommended first to do a dynamic exercise, for example, dancing, spinning in circles, imitating animals, etc.. You can jump like a frog, kangaroo, slither like a snake, run like a tiger... That helps the children to channel good energy. When they start getting tired, start the relaxation exercise.

Examples of visualization exercises at home or in the classroom

The following are exercise examples taken from the author Maureen Garth.

1. First do the *Star Prelude* exercise to create a space of security and tranquility, where nothing can harm you. With this *Prelude*, we can reach the required state to *visualize*.
2. Then proceed with the visualization of the day. After do the *Dolphins and Whales* exercise of the same author, Maureen Garth.

Star and garden Prelude

Tone of voice: very quiet and slow. Often pausing, giving the child time to visualize and enjoy.

I want you to look up, above your head, at a very, very beautiful star. You love that star because it only belongs to you. It can be whatever color you like...

... maybe you see it purple or pink... or blue... or yellow... Or is it silver? As that star is yours, it can be any colour you choose, or many colors if you want.

That star of yours is full of white light, a beautiful white light, bright and shiny. I want you to look at that light coming down on you like a river, until it reaches the top of your head. And now, I want you to take this pure light into your head and make it go down through your body until you feel filled with wonderful white light. Feel the light going through your arms, until the end, until you feel that it reaches your hands and begins to fill all of your fingers, one by one.

Feel that light coming down your chest, stomach, belly, until it reaches your legs, and when you notice it there, keep lowering it until it reaches your feet, and feel the light flooding through your toes, one by one.

Now I want you to look into your heart and fill it with love. Can you see how the heart makes you bigger and bigger? It enlarges because you have it full of love for people, animals and obviously for yourself.

Now your guardian angel is waiting for you to wrap its golden wings around you, to protect you while guiding you to a garden. The angel has very large and soft wings, like feathers. Everyone has their own guardian angel, and your one takes care and protects you, that is why you are never alone. It is important for you not to forget it and to know that there is always someone who loves and takes care of you.

Now your guardian angel guides you to a garden that is just for you, but before you enter I want you to look at that big tree out there. That tree is called the tree of problems. I want you to hang on the tree anything that concerns you... maybe you have been struggling at school or have not been able to do everything that the teacher told you to. The tree will keep all the problems you have with your friends or your family. The tree accepts anything you want to hang on its branches. Your guardian angel is opening the gate for you to go inside, and when you enter, you find colours as you have never seen before. Fill yourself with the beauty of the flowers, their colors, their feeling... smell their aroma. The grass has a bright green colour and the sky has a beautiful blue colour, with little white clouds which look like sheeps. In your garden everything is very quiet, bonded with love and harmony. (Garth, 1999:33)

Dolphins and whales visualization^[11]



Visualization

In a very quiet and slow voice. Often pausing, giving the child time to visualize and enjoy:

In the garden, the sun is in the sky like a giant golden globe, and the sky has an intense dark blue colour. A few wisps of clouds flow through space and are changing shape. Beyond you can see some birds flying in circles, I think they are seagulls. If you keep walking in the garden, you will come to a golden beach where the sand shines like the sun and the birds sweetly squawk whispering things to each other.

The sea is very inviting. Why don't you go running through the sand and jump into the water? You go swimming through the clear and clean water and the sun warms your skin. The waves rock you and you continue swimming into the sea, farther than ever. The sea protects you with its waves like if it were a great mattress. Stay lying down and let the sea take you until you feel that you have ventured far enough, so you can begin to explore the mysteries in the deep water.

Observe. Six dolphins come to you and want to play. They quickly begin to spin around each other and they are so friendly they smile all the time. They emit high-pitched sounds; it is their way of talking to each other. Now they surround you, and a female dolphin, who is the boss, wants you to get on her back.

Hold on tight because Dolphins are very fast swimmers. They take you to the depths of the ocean, where whales live. Whales are much bigger than dolphins but they also swim with great elegance, plying through the sea.

Now a white whale comes, it is not gray like the others. It comes swimming towards you. (Garth, 1992:57)

Then you can proceed with a personalized message

The white whale is very beautiful. He smiles. He glows with a golden and silver light. I can feel that he gives me lots of love. He wants to give me a message, for me, for the earth. I carefully listen to his message, his advice. He gives me great energy and love. I hug him and ask many questions. I listen to what he has to say... Then the white whale gives me a gift. He says it will give me great strength. We stay together for a while longer.

Return

At the end, bring the children back. From the white whale to the dolphin. From the dolphins to the beach, from the beach to the garden. Gradually return them to their body. Return them to their home or classroom. Let them move their fingers. You can ask them to go into a fetal position, from one side to the other, to channel the energy along their spine and body. Slowly, count to three and make them open their eyes. One, two, three... and give a big smile to the first person you see.

Suggestion

Make the children draw what they saw and share between them the message and the gift. Let them sit down in a circle and ask each one what he/she experienced.

Anna María Montaña López^[12], teacher at Nur University in Bolivia and visualization specialist within the school framework says:

After doing the visualization exercise, the children feel quiet and content (...). Visualization is a technique which leads the inner being to guide the formation of mental images evoking noble feelings and thoughts. Therefore visualizations can help with the development of the emotional intelligence; they help the pupils to self-generate positive feelings, to improve their relationships with others and to strengthen their will. One can also use them to make certain teachings more alive and therefore make it easier to memorize. (Montaña, 2004)

INTERACTIVE EXERCISES

No. 34: More breathing exercises

These two breathing exercises are taken from Marietta Tills's book *The Healing Power of Breathing*, 50 breathing exercises for body, spirit and soul. Let us

practice now!

1. Breathing yawn

Open your mouth as much as possible. Try to force a yawn by pronouncing the letter “a” while you stretch like a cat that has just woken up. As yawning is contagious it will be more easily performed in a group. Exhale with your mouth open. Repeat the exercise five times.

Effects: It helps to deepen the breath, to relax, to release fears and to expand the bronchi. Visualize: “I am awake and healthy.” (Till, 1995:35)

2. Blow the soup breathing

Put your lips as if you were to whistle, breathe through your nose and exhale through the gap formed by the lips, imagine you are blowing to cool down a hot spoonful of soup. Put the palm of your hand in front of the mouth for better control.

Effects: stimulates the energy center located between the eyebrows, increases memory and alertness. Visualize: “I feel lucid and with a clear mind.” (Till, 1995:36)

3. Investigate on local breathing exercises or exercises from other countries which you think can be fun and exotic. Practice with children.

Make a list of those exercises that make you feel better.

12. Tales, metaphors, myths and legends

Tales are an inexhaustible source of metaphors and symbols. Myths and legends awake ancestral wisdom and allow the necessary connection with our roots and various space/times.

Tales are also marvellous tools for working with imagination and creativity, working directly with the right hemisphere. They make it possible to express emotions in an inter-personal way, where one can easily identify with the story and the characters, without it being necessary to force the expression of hidden emotions.

Judith Bluestone Polich, researcher, comments on this subject:

Myths and legends were described by the historian William Irwin Thompson as “the translation of experiences of other dimensions in terrestrial languages and images. It could well be that the mythical registers mentioned by Sheldrake and others relate actually to real experiences outside of this space/time. They could modify considerably the *diagram* of human consciousness.” (Bluestone, 2001: 130).

Some tips for storytelling.

1. Prepare the room where the storytelling is going to take place with a lot of magic and care: beautiful fabrics, candles, leaves, natural elements, fruits, flowers, scents that smell good, and so on. Let the children help with the decoration; for them to place their *treasures*, let their imagination fly. Check the Waldorf education recommendations about it, this is a very beautiful and fascinating exercise for children.

2. It is better to use one’s voice than a CD. Flow with your imagination and without expectations. We can inspire ourselves with images or characters from children’s stories.

3. *See* what you are saying. As many children today have some telepathic capacity (varying degrees, depending on the age), they will be able to *see* the story that you are visualizing through your right hemisphere.

4. It is important to use the five senses. Describe to them:

- What can be smelt. For example: “The air is scented with roses and jasmine.”
- What can be seen “The sun is setting: The sky is covered in gold and amethyst.”
- What can be felt and touched: “The wind caresses your skin,” “walk softly on the grass, feel the grass on your bare feet.”
- What can be heard: “The birds chirp everywhere.”
- What can be tasted: “An apple, chocolate and honey taste.”

Tales are an inexhaustible source of symbols

For example, Robin Hood represents justice and truth. The dragon and the dinosaur are the un-channelled inner potential. The wolf represents the unconscious and inner struggle. Houses and castles are our own inner world. Fairies are beings of light which come to help us. Gardens represent the heart, feelings, emotions, and the inner child. Witches and wicked women are our fears, our blockages. Cloths represent the energy, the aura. Elders represent the wise ones, the guides, the Masters. The cave, the entrance of the psyche...

Below you can practice with this beautiful tale. Enjoy it!

The Fairy Tale of Sanalma and the wonders of music

The following story was written by Gaia Medina and Yann Bourquin^[13].

The following text can be narrated or sung. In between the text, *Music*, where we will create the appropriate environment, with the musical instruments we have at home or in the classroom: percussion, flutes, pots, boxes, etc ...and the voice, letting loose with our inspiration of the moment.

Music

Sanalma is a healing fairy that takes care of a forest full of ancient trees. But, one day, the quietness that reigned in the forest disappeared when men from the city began to invade it with big and noisy iron and metal machines.

They are coming to cut down the trees to build a huge road!

Music

Sanalma, alarmed by this destruction, gathered all her courage and bravery and decided to go to the big city to convince the people to stop cutting down the trees.

Music

After a long journey she reached the city, the big city, a concrete monster full of black smoke. She felt confused with all the noise, the stress of the people running from one side to the other and the smoke of the factories.

Dissonant music, tell the children to produce the noises of the city

She feels frightened and terrified, and begins to run, run, run in terror, seeking shelter. She quickly enters into a building to hide. A large wooden door behind her closes with a bang. She holds her breath and suddenly...

Suddenly she hears in the distance a sweet melody!

Music

She decides to follow the music to find its source, up a large spiral staircase, through a long corridor and into... a room full of musical instruments.

-Welcome Fairy Sanalma, I was waiting for you!, Says the old man with a white beard and a pointy hat who sits playing his flute. He is the Guardian of the Sound! I knew you would want to save the forest! The men of the city have put it into danger. But words are useless to try open their sensitivity and to convince them to respect it, they no longer listen. To reach their heart only the magic of music can help you. Come, sit beside me and I'll tell you the story of the Wonders of Music. Listen!

Music

Once upon a time there was a land far away, where a king known for his wisdom lived. This king had heard about the talent of a musician, who was known for having in his hands the human feelings. It was said that his music could influence the emotions of his listeners. The king was curious to see how he did it, so he brought the musician to his palace. After receiving him with all solemnity, he explained the reason for his invitation and said:

- Near here there is an enchanted forest where no one has dared to enter, as a gigantic dragon lives inside. Could your music give courage to my knights to venture in to it?

The musician nodded with a smile and replied:

- Knights, listen to the melody of my song with your heart!

Music and Song of Courage

The Elixir of courage

Is well hidden

In the cave of a Grand Dragon

Who spits real fire.

In a golden cup

With embedded shiny emeralds

In its sweet inside it keeps

A rich liquid full of magic.

Those who have drunk the elixir

Will never fear again

As their heart will be filled

With a very special force.

Only noble souls

And humbled hearts

Can open the doors

Of the Great Enigma of Courage.

Look firmly into the eyes

Of the great fire-breathing monster

Breathe in, breathe with all your strength

And suddenly the Grand Dragon of Fear

Will go away and disappear.

After hearing this song, all the knights of the King entered the enchanted forest and found an invaluable treasure. The King, surprised by the effects of the music and delighted by the news, called the musician a second time. When the musician entered the royal hall, the king spoke the following words.

-Dear friend, your music has immeasurable strength. Here we have a very distracted boy who has his head in the moon! We have tried to employ him in the kitchen, but he breaks all the dishes! We have tried to employ him as a squire, but he always mixes the swords with the armor! We do not know what to do with him. Can you play a tune to help him find his way?

The musician smiled tenderly and addressing the boy, said:

-My dear boy, listen to the melody of my song with your heart!

Music and song of the inner truth

*Search for the Light deep within you
And in your heart
Find Your Truth
With the power of Love*

After hearing this song several times, the magical power of the music showed the boy the healing power of plants and his own ability to heal. He had a strong connection with flowers and plants; and he could cure with this Force. So, the King named him the "Magician of the Kingdom".
The king, convinced of the magical power of music, called the musician again. But this time he made the whole Court appear in the Royal Hall and whispered in the musicians ear:

-Dear friend, my daughter, the princess has a special power. She tells amazing stories on every full moon and all the people come to hear them in the Palace Gardens. Her recitation is a source of joy and peace in the hearts of those who come to listen. But lately, she does not rest at night; strange monsters come to disturb her when she tries to sleep

Can you help her to find inner peace and inspiration with your music?

So the King led the musician to the princess's room, who was crying in her bed. The musician approached her sweetly and said:

-Close your eyes, dear princess's and listen to the melody of my song with your heart!

Music and visualization of inner guidance

You're in a garden full of colorful flowers, the sun warms your heart, a gentle breeze caresses your face. Follow the trail of yellow flowers, there you will find a river. On the shore there is a little boat tied to a tree trunk. Go closer to the boat, let the rope loose and just go with the calm and sweet flow of the river. You begin to hear the sound of water and you discover a small island in the horizon. When you reach it the boat stops, and you step on to the shore. It is a wonderful island; you can see a beautiful woman with a bright coat and large white wings playing with stardust. She is your Guardian Angel! You go towards her and can feel a lot of peace in your heart. Her embrace fills you with a golden light and serenity. She tells you that she will always be with you. Anytime you need help just call her and feel her presence and light. You stay a little while longer talking with her, feeling her unconditional love.

The next day, the princess was smiling and as fresh as a daisy. She told her King father and Queen mother the adventure of the previous night and her meeting with her Guardian Angel. She was able to rest, and felt peace and love in her dreams. The king, overjoyed, arranged to celebrate a big party to honor the musician's magician.

The entire palace danced and sung all day and all night. At dawn, the king approached the musician and asks him:

-Dear friend, how can I thank you for everything you've done for me and for my kingdom?

- My dear King, the musician replied with humility, I just transmitted the marvels of music all around your kingdom and sang the melodies of the heart.

Music

After this story, the Guardian of Sounds and the Fairy Sanalma decided to go together to the heart of the city. There they began to sing the melodies to heal Mother Earth which the Fairy Sanalma used to cure the trees of the magnificent forest. The children began to join in, and created a great parade through the streets of the city. With the power and magic of music, those who listened began to open their hearts and decided to help stop the destruction of the forest. Thanks to the wonders of music the people began to heal, open their hearts and save the fairy Sanalma's forest. (Medina and Bourquin, 2003: pc)

13. Massages for children

To develop self-confidence and a good relationship with their own physical body, children need to have constant physical contact with their parents. One should give daily massages to babies and smaller children. You can use almond oil. One should put stress on the feet. There are many massage techniques, but the most important thing is to establish confidence with physical contact, by giving massages according to our intuition and letting ourselves be guided by the child. This experience creates a moment of intimacy, connection, tenderness and love.

These different massage techniques for newborns have many beneficial and diverse effects .Let's see some^[14]:

- Reduce the risk of infectious diseases.
- Relieve constipation.
- Create a state of relaxation that is also extended to the parents.
- Encourage the development of the baby's sensory abilities.
- Provides an instant sense of protection if the child is scared.
- A morning session reduces the level of parental stress.

How to massage infants is described in the Shantala massage at the end of Chapter 12. Dr. Frederique Leboyer, French obstetrician, observed in Calcutta a mother massaging her baby. Pleased with the strength of her movements, he named the sequence of movements with the name of that Hindu mother: Shantala. This is a traditional technique in India. She promotes gentle and rhythmic massages on the baby's body; as the mother's art of giving love to their children.

The skin is a dynamic system, rich in growth factors which promote natural painkillers. We can wake up this natural pharmacy through massages. When applied in early infancy, it provides a foundation that promotes health throughout life. Babies who are deprived of contact with their mothers, often lack social skills and are more prone to fall sick. The ancient Ayurvedic medicine has been promoting the health benefits of massages for thousands of years^[15].

It stimulates the nervous system and releases bio-chemicals that increase the appetite. It helps the premature baby to gain weight and recover fast enough to reduce the hospitalization period. It produces amazing physical progress in the cases of children with special needs.

INTERACTIVE EXERCISE

No. 35: Messages

1. Investigate different types of massages from **II** your culture.
2. Investigate and study different types of massage around the world.
3. Invite a teacher of Tai Chi, Chi Kong or others to teach a class of self-massage at your school.
4. Practice with children and youth self-massages. It would be interesting, for example, to start a math class in high school with a foot self-massage. You will be surprised with the results (in fact we know teachers who do it and have seen a significant increase in attention and alertness after each exercise).

14. Music-therapy, chant, sound-sophy...

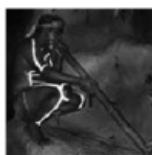
Music-therapyn consists in harmonizing various planes of the being through music. It can be perfectly adapted to educational practices:

- Rhythms help balance and have a stabilizing effect on the physical level.
- Melodies work at the emotional level.
- Harmonies reach our spiritual essence.

One can listen to or play music and chant, but also work with *pure* sounds. The virtues of music are endless: it relaxes, pacifies, harmonizes, connects the two cerebral hemispheres, activates the imagination, interiorizes, heals and raises the heart frequency. There are techniques of vibratory therapy, like the massage with the sonorities of the *didgeridoo* which works on the osteopathic level, by unblocking the energy accumulated in the bones for example.



The didgeridoo played by aboriginals from Australia



Tibetans bowls and crystal bowls

The Tibetans bowls and the crystal or quartz bowls are also very powerful. They emit a vibration in alpha waves, which allows one to work deeply at the physical level as well as at the emotional and energetic levels.



It is important to work with your own voice. To free the throat chakra allows you to express yourself better, to overcome your shyness and reinforce your self-confidence.

One can work on a very simple voice technique with the children. One sings all the vowels (A, E, I, O, U) until a *harmonic* is born from all the sounds. One has to try to sing the vowels while paying attention to the place where they resonate in our body. There are many other music-therapy/teaching techniques in the world, in all cultures and using all types of music.

Example of sound-sophy classes (or conscious listening):

Dina Ricco is a Uruguayan teacher who uses this method:

At Idejo, we stimulate the integral education of the human being through diversity. Undoubtedly, music touches the deepest recesses of our being, and sound-sophy is a conscious and free way of listening to music, by allowing it to touch what each one authorizes it to touch in the depths of their being. Furthermore, it is a tool to work on concentration, to rebalance the energy of a moment, to quiet down, to be able to work relaxed and with an open mind. Classical music is ideal for that.

In practice:

- Listen to a selected extract of music.
- Pay attention to the melody, the instruments, to the form of the sounds.
- Try to draw the feeling if you would like to work on the senses.
- Present the partition, a very particular partition where the music is represented in curves and signs which are followed by the two hands. This work automatically induces the passage in alpha waves (see chap. 5).
- Practice it.
- Feel pleasure – all the time.

Listening times should always be at the beginning of classes, after the longest breaks or when it is necessary to harmonize the moment. It is a different form of meditation where concentration comes naturally with pleasure.

In sound-sophy, besides the drawings in the air, the melody-rhythm exploration; one can introduce alternatives like humming, singing aloud or mentally, clapping hands at the right moment. It all begins to work as the coordination of the group begins to flow. A pupil explained: "Sound-sophy is the magic between the music and me". (Ricco, 2000: ea)

Why dedicate a space to music in an educational institution?

There are several answers to this question.

First of all, children have lots of creativity which, if it is correctly guided, it allows the individual to grow in a more holistic and harmonious way. To develop creativity is fundamental in any educational proposal, because it represents one of the main pillars in the building of the human being of the future. Our daily reality is in permanent evolution, knowledge progresses every minute, technology changes and is constantly brought up to date as well as the industry sectors.

In such a world, the successful men and women will not be those who followed the greatest number of computer courses, because the software they studied becomes obsolete shortly after. Consequently, success will not belong to those who studied the most, but to those with the greatest capacity of adaptation to the environment, and to those who will be able to offer a creative answer to reality's requirements.

This is why musical training represents a privileged tool. It is a privilege because it is accessible, familiar, varied and rich as a means of expression.

Learning music also helps the student to develop all kinds of capacities: better use of the voice and breathing, listening, team work... regarding this last point, when the pupils reach a level which enables them to have group experiences, then they understand that these experiences are possible only if the group *works* well. In this manner they understand that personal success is possible only through the success of the group.

For several years we have offered musical workshops, from nursery school to college. The activities are different according to the levels, the objectives are adapted to the age of the pupil and the approach is always initially playful, then practical and finally theoretical – the child evolves between spaces of listening and spaces of creation, theoretical classes, concerts, visits of professional musicians... These various and multiple contacts support a gradual and always profounder comprehension of the musical phenomenon.

Music, as a means of communication, makes it possible to study the characteristics and great principles of various cultures at different times. It also makes it possible to understand better our own country, its culture, history and people. And from there, music enables us to open another door: the door of self-knowledge, of our emotions, our thoughts, our habits. Music is a mirror of humanity in its totality. (Mirza, 2000: ea)

Music in school transport

Given the considerable time that many children spend in school buses, it would be interesting to use these hours by offering musical programs rather than listening to the radio. You could choose a theme per week for example, in coordination with the music professor.

INTERACTIVE EXERCISES

1. How can you develop musical interest in your children or students? Would you let them choose their own music?
2. Do you encourage your children or pupils to play a musical instrument at an early age?
3. Do you encourage them to create small bands from a young age? To build instruments that make harmonious sounds harmonious with the materials you have at hand? The easiest to build first are percussion instruments, then after wind instruments ... and then continue to explore.
4. Look for music games and mantras for children.
5. What other ideas come to your mind? Write a list, how and when can you implement it?

15. The power of sacred, native sounds

We will present here an example of sacred sound practice coming from Mexico, the *Nzuni*, the study and practice of the energetic power of the Cosmic Sound originating from practises of the Olmec / Toltecs of Teotihuacan^[16]. This article was kindly given to us by Dabadi Thaayrohyadi and the Council of the Old Wise ones and Guardians of the Tradition.

According to the *Nzuni* tradition, our body, each molecule, each cell, tissue, organ, gland, bone or fluid, vibrates constantly, just like each energy centre. When we do not feel well, it comes from the fact that part of ourselves does not vibrate in harmony with itself, with the other parts of our body or with our environment.

This state can be realigned by sounds, by restoring the right frequency to the suffering parts. *Nzuni* or Sound is capable of dissolving these potentially harmful crystallizations or energies.

The natives use *Nzuni* or Cosmic sound due to its numerous benefits, of which some are listed here:

- To relieve stress and anxiety,
- To improve concentration,
- To improve creativity,
- To facilitate access to intuition and modified states of consciousness.
- To improve the vision (physical, mental and spiritual),
- To balance the cerebral hemispheres,
- To stimulate the passage into alpha waves, or deep meditation,
- To increase energy,
- To balance and clean energy centres.

One can use vibratory sounds, but also the chant of harmonics. Acoustic instruments work in the same way as the voice does, because they all have perfectly audible harmonics; however, the voice is much more powerful and transmits the intention more directly than any other instrument. (Thaayrohyadi, 2006: ea)

These techniques gave birth to a wonderful form of musical expression accessible today through many recordings.

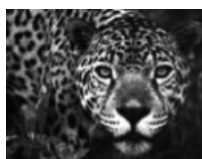
The ancestral guardians of the Sacred Sound say that the voice is the most powerful instrument

This technique also has its origins among the Teotihuacan Otomi Olmec Toltec. We use this form of singing to resonate with the nature around us, emulating animal sounds, the wind in the snowy mountains and several birds. *Chalathuhu*, or the tone of a singing voice, is used to tune our prayers. Through this kind of singing we can also communicate with the spirits of nature.

The medicine guardians of sound, like *Dabadie*, use sound for healing; they use a combination of voice and acoustic and sacred instruments. At the moment of healing, sound therapy is based on this principle of *Mbuu* or resonance. Each body part and its fields are vibrating. It is an ancient ceremony, a therapy used in

a sacred manner acting on our different layers: physical, emotional, mental and spiritual. This information can be useful for guardians and wisdom keepers of the indigenous medicine, therapists, sound doctors, women and men who have a mission on the planet: health and harmony of human beings. (Thaayrohyadi, 2006: ea)

This work is a product of the memory of The Guardians of Time and Space, the wise elders, a testament to the wonderful knowledge transmitted from generation to generation of the energy and healing power of *Nzuni*: Cosmic Sound.



The *chalathulu* allows us to communicate with the forces of nature Photo: www.skyscrapercity.com

16. Brain Gym, education through movement, ideal for the children of today



By María del Carmen La Valle, Argentina.

In the '70s, Dr. John Tie, an American chiropractor, developed from kinesiology a technique to balance energy. He developed the "Touch For Health", a system of 42 muscular tests, linked to the meridian lines of Chinese medicine, aimed at discovering where the structural, nutritional and mental blockages rest in the body and how to balance them using the five elements, reflex points, colours and sounds, among other techniques. At the same time, since 1963, Gordon Stokes and Daniel Whiteside have developed the "Three in One Concepts" system which places the practice of the muscular *test* towards emotional release.

In 1969, Dr. Paul Dennison, specialist in infantile dyslexia, adapted the technique of kinesiology to various trainings for children and adults. He created Edu-Kinesiology/Brain Gym which uses movement and other techniques to facilitate cerebral integration in the school environment.

Picture: Cross exercises of Brain Gym called *Cross Crawl*, crossing of the central line, files of Mariadel Carmen La Valle

Development of Brain Gym

At that time, it was already understood that a good coordination of the body's movements was necessary for the brain to develop. Education experts had shown that babies and small children naturally produce *developing* movements. Indeed, these movements develop new neurological connections in the brain, which is essential for learning. With Brain Gym, Paul Dennison could help those children and adults who were identified as having *learning disabilities*.

Brain Gym or Cerebral Gymnastics

Therefore, Brain Gym is a whole set of fast, entertaining and energetic activities. These activities develop the necessary conditions (in terms of thinking and coordination) for any type of training: concentration, memory, reading, writing, organization, listening, physical coordination, etc. Cerebral Gymnastics develops, reinforces or restores the neuronal channels of the brain and supports natural training *through* movement. The coordinated muscular movements activate the production of *neurotrophines*, natural substances which stimulate the reproduction of nervous cells and increase the number of neuronal connections in the brain.

With the movements, we create neural networks through the muscles and develop our brain capacity. Therefore it is fundamental, during the learning process, for the children to explore all the aspects of movement and balance in their environment. It is necessary to let the children express themselves through movement, rather than oblige them to remain quiet and passive, their attention fixed only on one point: the teacher. (Valle, 2000: ea)

It is necessary to let children express themselves through movement, rather than oblige them to remain quiet and passive.

About Kinaesthetic Education

According to Dr. Dennison the function of the brain has three dimensions:

- *Laterality*: coordination of both hemispheres and the left and right parts of the body.
- *Central*: coordination of upper and lower parts of the brain and body.
- *Focus*: coordination between the front and back parts of the brain and body.

The normal functioning of the brain requires an effective communication between its different functional centres. The functional and learning difficulties occur when information does not circulate freely between the brain centres. The movements of the cerebral exercises stimulate this flow of information in the brain and we recover our natural capacity to learn. We will present hereafter a discussion with Patricia Sahade, specialist in Brain Gym in Argentina, on the benefits of this technique at schools: www.terapiasintegradas.com.ar, info@terapiasintegradas.com.ar

Is Brain Gym really complicated? Is it easy to practise at school?

Actually, the exercises are so simple that the results often seem magical. In fact, it is not a question of carrying out a strange pirouette which would release the

blockages... , but simply to carry out the right activity, at the right moment and with the right intention.

The objective is to release energy blockages which could prevent the innate capacities from being freely expressed. Brain Gym allows the tasks which require a lot of effort to be carried out with ease and fluidity. Learning, creativity and intelligence are not only attributes of the mind, but of the entire body. As a baby grows and integrates new movements, his/her brain develops appropriately. During the development of the child, the infantile reflexes are integrated by sequences of increasingly more complex movements. At the same time, networks of neurons, also increasingly more complex, are created. If for one reason or another, this integration does not take place, the child will probably present learning or personality problems in the future.

For example, he may lack security, self-confidence or courage. In general, when learning problems are mentioned, immediately people think that it is located on the level of connection between the two cerebral hemispheres. Indeed, this problem of connection which affects the communication between the logical and intuitive part of the cortex, to put it in a very synthetic way, is extremely important for school training and life in general. All forms of dyslexia have something to do with that.

Can Brain Gym help with other learning problems?

There are not only blockages within the cerebral hemispheres. Blockages between other areas of the brain are frequently observed. For example, the communication between the cortex (compound of the two hemispheres) and the part of the brain in charge of survival can get blocked. That occurs in general in situations of stress. In the current world, this is very normal. There is too much stress at school. People in a stressful situation cannot learn, simply because the frontal lobes of their cerebral cortex are not accessible.

People in a situation of stress can simply not learn because they do not have access to the frontal lobes of their brain.

In the same way, communication between the cortex and the part of the brain which manages emotions can also be blocked. When a person is overwhelmed by an intense emotion (fear of an examination, for example), the correct access to the frontal lobes can be blocked. Access to information and knowledge that the person has integrated is cut; so their head seems empty.

Brain Gym proposes very simple but effective solutions to resolve any type of situation and allows the individual free access to his full potential.

Brain Gym and the children of today?

The exercises that Brain Gym proposes can release blocked energies, often immediately. The children of today (and sometimes older ones) generally seem to have difficulties to adapt to their school, family and/or social environment, because of their extremely high ethical standards, their extraordinary intellectual abilities and, especially, their sharp sensitivity. For this reason, they tend to self-generate energy blockages in their own body-mind system.

It is very important for them to perform a systematic physical activity so that their body can regain its balance. The hours spent in front of a computer or television screen generally do not help to release blockages, partly because of the immobility and the non-activation of the three-dimensional vision.

We recommend beginning the day at school with some Brain Gym exercises. And during break time, it is important that the child can practise activities like running, jumping, etc. Movement anchors thoughts, so to *fix* a thought, there must be movement. Many people say that they think better if they are running, swimming or simply doing something.

Movement anchors thoughts

As for certain children of today, a contradiction often exists between their high intelligence and their school results; they often present *learning difficulties*. There are many examples of these blockages inhibiting or interfering with learning. Generally, they are due to various stress related factors, for example: parental pressure on school and social results, rigid systems, absence of creativity in school activities, imposed competition in intellectual matter as well as in sports, the feeling of not being respected or recognised, lack of movement and fixity of their gaze (consequence of too much television or nutritional problems, by defect or excess, such as too many carbohydrates or too much sugar).

Brain Gym, with its series of seemingly simple exercises, is a way of performing these small adjustments which allow the body/mind system to release these blockages and to recuperate their learning capacity.

They are excellent for:

- Learning how to concentrate.
- Focussing emotions.
- Developing attention.
- Reducing over-sensitiveness.
- Improving self-control and limited awareness.
- Focussing and concentrating quickly before beginning any activity, or when one starts to get emotionally unstable.

We all get blocked from the moment we learned how not to move. Conversely, we all learn how to unblock ourselves from the moment we relearn to move!

The six basic exercises:



Water: drinking water develops the agility of the synapses



Hook: exercise to harmonize the two brain hemispheres



Gravity: swinging or *sailplane* (sitting or upright) for self-esteem and security. Oxygenate the brain.



The calf: pumping, for motivation and fear



Ears or Auriculars: *thinking hat* for mental agility. Develops hearing and facilitates the understanding of mathematics



Rooting or grounding: to open up to the vital energy. Rooting exercise.

20 Brain Gym exercises for school

AE: Brain activation exercises. CNS: Central Nervous System

No.	Exercises	Which subjects it could help with	Posture-behaviour	Brain Activity
1	Cross walk Cross crawl	Writing, reading, spelling, listening and understanding	Right and left coordination, breathing, spatial perception, listening, vision.	Crossing the central line, vision (AE)
2	Lazy Eight	Reading and understanding, symbols.	To relax shoulders, concentration.	Crossing the central line, vision (AE)
3	Double doodle	Mathematics, writing, spelling, symbols.	Right and left, sport skills and movement	Hand-eye Coordination (AE)
4	Alphabetic eight	Writing	Security and clarity	Crossing the central line, vision (AE)
5	The elephant	Languages, music	Concentration, alertness	Crossing the central line, listening (AE)
6	Neck turns	Reading, speech, language.	Breathing, relaxation	Relaxation (CNS)
7	Rocking chair	Physical well-being. All subjects	It exercises the spine and buttocks. Helps mental alertness.	Strengthening CNS
8	Abdominal breathing	All subjects	Anti-stress	General relaxation
9	Cross motion on the floor	Spelling, reading, writing, listening and understanding.	As exercise 1 but on the floor. Self-esteem and abdominals	Activation exercise (AE)
10	The cobra	Concentration	Position, back	Relaxation (CNS)
11	The owl	Languages, oral expression.	Voice, listening, emotional problems	Unblocking to favour free expression

12	Arm activation	Writing, spelling	Concentration	Unblocking tension
13	Foot stretching	Reading	To improve social behavior	Reception/expression
14	Brain button	Reading	Mental agility	Energy exercise
15	Earth button	Organization	Concentration	Energy exercise
16	Balance buttons	Normalize the CNS and gives 3 dimensional balance	Balance the occipital	Energy exercise
17	Space buttons	Organization, focus and concentration	Spine breathing (cerebrospinal liquid)	Energy exercise
18	Energy yawn	Oral reading, speeches, creative writing	Relaxation, voice, vision (Reticular formation)	Energy exercise
19	Cook's hook	Exams	Self-esteem. Emotional concentration	Positive attitudes
20	Positive points	Memory. Organization	Energetic activation of the	Positive attitudes

17. Cooking to practice alchemy and to teach values

Cooking presents a whole series of benefits for the education of the children today:



Children cooking

- To reinforce the connection of the children to the soil and their products.
- To develop taste, sense of smell, sight and touch.
- To familiarize them with the development process of food. For example, to make one's own bread.
- It explains and gets them interest in the whole process. For example, from harvest to the mill.
- Brings them closer and involves them in their daily reality.
- Reinforces self-esteem, develops patience and organization in order to fulfil an objective.
- Facilitates order and method.
- Develops motor functions.

Cooking is excellent for the integration of the two cerebral hemispheres:

- Develops the right hemisphere of the brain by encouraging imagination and fantasy to create recipes.- Activates the left hemisphere by practising mathematics: proportions, fractions, multiplications, divisions, as well as measurements (litres, kilos...). Makes one practice logic and planning.

Cooking brings us closer to other cultures. It is interesting for the children to prepare dishes from other cultures, so that they can discover other tastes, the geography of different countries and other social realities. And they love it! For example, one can prepare a Chinese dish, eat with chopsticks while listening to Chinese music. One can look at an Atlas or on a world map where China is situated, watch a Chinese film, dance Chinese dances and make Chinese clothing... All that from one single dish! All the lessons will be integrated better when they relate to the act of eating, which is a pleasant experience.

Cooking is also aesthetic; it makes one practice the combination of colours, volumes, smells, tastes. It develops creativity and aesthetics.

This activity teaches us how to share. Cooking is alchemy, the magic of transmutation, the pleasure of creating, of taking pleasure in doing something which one will offer or share. While teaching the child how to cook, while thinking about the pleasure of someone else, we help them to develop the value of sharing and to integrate harmoniously in the family and the community. To cook is to give Love!

Cooking develops the right cerebral hemisphere, by cultivating imagination and fantasy to create recipes. Cooking also activates the left hemisphere by working on mathematics, logic and planning

INTERACTIVE EXERCISE

No. 37: Cooking and multiculturalism

1. Explore with your students and children the typical dishes of your region and culture. Ask grandparents and older people in the neighbourhood or at school. Cook and eat together a dish in the classroom. Enjoy it together!
2. Investigate typical dishes from other cultures. If possible invite someone from that culture to the class (ask their parents and friends of their parents for help). Rent a movie about the culture and the country chosen and watch it with the students.
3. Ask the children to invent and prepare a new dish.
4. Organize a game in class: put the students into pairs where each one has to prepare a meal for the other one, something simple like a sandwich. They must put a lot of love in its preparation. The child should ask their partner what ingredients and how much of it they would like in their sandwich etc ... This exercise teaches them to be attentive to others and to do things with love and consideration.
The results will surprise you!
5. Always remind the child that the main ingredient is love. In the case of young children, it is very fun to teach them how to add fictional love dust on food and water, as if they were magicians. It's fun!

18. Weaving – pedagogical therapy and strategy

To weave, to use a weaving loom, to thread pearls, to weave a dream-catcher... all these activities bring us to a state of concentration and deep inner peace. María del Carmen Valle, an educative psychologist from Buenos Aires, says:

The integration of the two brain hemispheres is also obtained through manual work, for example, weaving. Let us point out that everything is learned through movement, which amplifies the neural network in our brain. (Valle, 2006: pc)

Even some native people affirm that weaving is a way of meditation, it is a way of weaving one's own life.

Here is a Mapuche's (Chilean native-born people) testimony on the benefits of weaving sent to us by the Telar Arco Iris association^[17]:

The whole process of weaving, from washing the sheep wool to spinning and dyeing, has a ceremonial character which conveys mythical elements.

It is as if the whole earth talks to us and the colours, which come from nature, represent this language. The weaving patterns are also representations of the cosmological vision and wisdom of our people. Weaving is then a metaphor to understand the relation between everyday life and the sacred, the divine and the earth. The weavers have a privileged position in society, because their art is not only the expression of great manual skill, but also a *pedagogic strategy* which makes it possible to understand and to teach certain moral precepts to the children, an occasion to speak about the myths and the life of former times. (Witral, 2004: ea)

The recovery of this art is a dignifying act for the women and their cultural recognition in the community and the survival of the mapuche people.

Enrique Hernández, director of the Kilpatrick College in Tumbaco, Ecuador, stresses that the workshop which finds the most success with the children of primary and secondary school is precisely the weaving workshop: "It is incredible how this workshop completely relaxes the children! Boys as well as girls. One must see these boys from the secondary level, who are already taller and stronger than me, happy to handle the reels and to carry out complex weavings. At the beginning, my team could not believe our eyes!"

Weaving is a way of knowledge and also a means of preserving it.

19. Contact with nature and Life

It is important that the children of today experience a daily contact with nature. It gives them stability, fills them with healthy energy and ensures them a good night sleep. One can imagine a multitude of outdoor activities, such as:

- See cascades, lakes, forests, mountains
- Organize picnics.
- Go to special sites: sacred places, archaeological parks, cultural heritages.
- Draw flowers in a garden.
- Hug trees.
- Carry out a collective work to clean the forest.
- Pay attention to the sounds of nature.
- To remain quiet and relaxed in silence.
- To play with soil, sand, and even get dirty.
- To sing and dance in the open air.
- Any types of sports.
- To build tipis, tents or huts and enjoy camping.
- To make wood fires, while complying with the safety regulations.
- To feel the sun and wind on their skin.
- To look at the stars at night.
- To make trips in a canoe, a ship or a boat and to swim.

For those who live in an apartment:

- Grow plants in pots. Germinate seeds.
- To have pets which are easy to breed: hamster, fish.
- Let your children have their collection of rocks, sticks, leaves, etc.
- To put beautiful pictures of nature on the walls.
- Place very inspiring and peaceful pictures next to the child's bed, asking them what they would like.
- Make music with themes of nature: wind, water, sea, dolphins, etc..

INTERACTIVE EXERCISE

No. 38: Relationship with nature and education

1. Analyze what you can do in your house to increase your contact with nature. If you live in the city, what original ideas come to your mind.
2. Proceed with the same approach for your school. How can you begin to organize bio-gardens or build a solar oven? Do you know about permaculture? What other activities come to mind? Write down your ideas and share them.
3. If you have no access to land, what alternatives do you have? To grow plants in pots? Hydroponics? Investigate and try.
4. Organize some activities with gnomes (earth element), mermaids (water element), salamanders (fire element) and elves (element air). We can also do exercises to heal the Earth (see Barber Mohr's book, 2007:28). Young children love it!
5. You can transform children's parties into a pedagogical tool. For example, celebrate birthdays in nature with games that support the child-nature relationship and community unity.

20. The importance of water

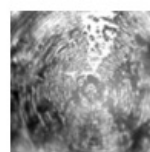
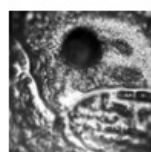
To be in contact with water is essential, as our body and our planet are made of 70% water. By a phenomenon of resonance, a person who ingests *energized, structured and harmonized water* will be able to harmoniously restructure the cellular water of his/her body.

To be in contact with energized and harmonized water is very important for the children. For example, one can go and find it at the edge of a lake, a pond, a river (not polluted of course), the sea, a waterfall, play in large basins or take big showers. One can put a handful of salt in the bath water, or some floral oil drops, or throw rose petals or relaxing herbs into it. That fascinates the children!

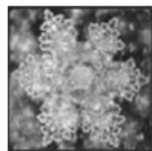
Japanese researcher Dr. Masaru Emoto^[18], doctor of alternative medicine of IHM. HADO General Research Institute, in Kyoikusha, scientifically proved that water can capture and store information and feelings. Since 1994, for over four and a half years, Dr. Emoto collected water samples from springs, rivers, lakes, rain and even the drinking water and sewage from the city all around the world. He also subjected them to different vibrations generated by music, written or oral words, thoughts, prayers, etc.. Then froze a few droplets, examined them under a dark field electron microscope and photographed them. Now Dr. Emoto has collected more than 10,000 photographs of water crystals.

Each kind of water produced a different crystal, beautiful if it was clean energized water and almost shapeless if it came from polluted water.

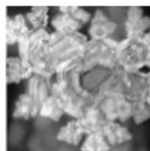
Here are some photo examples of water crystals taken by Dr Masaru Emoto, Japan



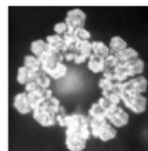
Water crystal exposed to Hado music therapy



Polluted water, Yodriver, Osaka, Japan.



Water crystal exposed to rock, Heavy metal



Water crystal from a water spring, Saijo, Hiroshima, Japan



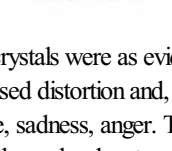
Water Crystal exposed to a musical piece of string instruments, Bach.



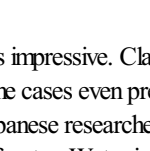
Water from the fountain of Lourdes, France.



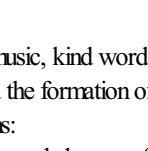
Water crystal exposed to the word "thank you" written on a label of the bottle.



Water crystal from a dam in Fujiwara, Japan, before a prayer.



Water Crystal from a dam in Fujiwara, Japan, after a prayer.



The effects of the vibrations induced in the crystals were as evident as impressive. Classical music, kind words and prayers created beautiful structures in the crystals, while insults or negative thoughts caused distortion and, in some cases even prevented the formation of crystals. It seems that the water reacts to different vibrations of human emotions: joy, peace, sadness, anger. The Japanese researcher affirms:

Our voice, thoughts and emotions can alter the molecular structure of water. Water is the universal charger of information, not only information but also of feelings and conscience. All the information that the structure holds becomes visible when taking a photograph of a drop of water in a frozen state. (Emoto, 2003: ea)

There are several ways to charge the water with higher and healthier vibrations for children and adults. Among others we mention the following:

- We can make an elixir to drink, adding clean quartz crystals or spring bottled water (tap water treated with chemicals is dead, it cannot be used). Let it charge overnight. Use the appropriate mineral according to what you want to achieve: quartz, amethyst, rose quartz, green quartz ...
- You can add rose petals in the water (a rose which is not contaminated with pesticides)
- You can mentally charge the water with positive intentions and love.
- It can also be loaded, by placing a nice picture, a colour, a specific word, a symbol, a picture of a master under the water container; the water should be in a clear glass bowl.

You have to cover the water to avoid contamination.

You can drink it (the taste is spectacular), cook with it, give it to your pets, plants, introduce it into rivers, in the bathtub, put a few tablespoons in all liquids we use (tea, juice...) because this water "passes" its properties to other liquids which are in contact with it. Teach the children this way of using water. They love it!

Dr. Masaru Emoto proved that water registers and responds to human intention: music, spoken or written words and the environment in general.

INTERACTIVE EXERCISES

No. 1. Exercises to energize the water

1. Rice exercise with love and hate

It is a great exercise to do with children:

- Boil rice in water.
- Strain the rice.
- Get two identical glass jars.
- Put the same amount of rice in each jar and cover them
- Get two labels and write the word love or thanks on one of them, and the word hate or fear on the other, as you can see in the picture.
- Put a label on each jar.
- Play around with the children and ask them to say nice words to the jar with the label that says Love and ugly words to the jar with the label that says hate (Well! Explain to them that it is an exception but not to do it during everyday life!) - Allow a couple of weeks to go past... After see and smell the difference between the two jars! It's spectacular. This exercise can be seen in Dr. Emoto Masaru's videos.

21. Meditation, an inner way towards oneself and others

Interview with Edith Martirena, director of The Idejo school:

Why include meditation in a school?

- It helps the well-being and fluidity in the groups, harmonizes the energies and reinforces "the energy of the group".
- It puts all the members of the group in the same "synchronicity" before starting an activity.
- It reduces the stress level and improves everyone's receptiveness.
- It creates a relaxed and comfortable atmosphere.
- It makes it possible to live with less violence and greater acceptance of conflictive situations.
- It raises the collective forces which promote solidarity.
- It increases confidence in the "healing capacity" of the group. By sharing the same vibratory frequency one faces and solves difficulties more easily and with confidence.



The students practise 10 minutes of relaxation/meditation before starting and ending the day.

How do you do the meditations or harmonisations which take place in Idejo?

Every day, for ten minutes at the beginning and the end of the day, the school becomes silent. During this time of silence, each one of us, all together, connect ourselves to our deepest being, harmonize our energies and create a pleasant environment.

Why do you consider these daily minutes of harmonization and focusing so important?

- They allow us to *live in* our body better
- Our muscles are more relaxed.
- By reducing the stress level, we reinforce the immune system.
- We slow down and silent our talkative mind.
- We discover the value of silence.
- We increase our sensitivity and develop our intuition.
- We improve the functioning of certain mental faculties: memory, concentration, etc.
- We learn better how to enjoy the “now”, to be in the present.
- We connect with our strength and personal potential.
- We connect the inner and outer worlds.
- We control our fear of change.
- We develop a more ecological consciousness of unity with the whole creation.
- We reach a higher vibrational level from which everybody around us will benefit.
- We unblock and awaken great spiritual and moral values.
- We express altruistic qualities like compassion, service, solidarity, etc.

That is a splendid way of development! The true benefit of meditation appears in our daily life. If we manage well our daily life, our effectiveness increases and our relations with our close friends and families become more harmonious. It is our most beautiful contribution to society.



Children practising meditation exercises in China, Canada and Japan^[19]

The Kundalini Yoga meditations advise us to start calmly and slowly by increasing the meditation times little by little. As a reference

3 minutes: improves blood circulation and stability.

11 minutes: the pituitary and nerves begin to change.

22 minutes: the three minds (negative, positive and neutral) begin to work together.

31 minutes: the meditation begins to affect the whole mind, your aura and the elements inside your body (elements: ether, air, fire, water and earth).

62 minutes: you integrate your subconscious and its positive projection.

2 hours: saves the changes in the subconscious during the cycle of day. (Kaur Khalsa, 2001:157)

22. To find our centre with Yoga

Edith Martirena of the El Idejo School explains (Martinera, 2003: ea):

The name Yoga comes from the Sanskrit root Yuj which means: union, bond, reintegration. It is one of the main aims of Yoga: to search for the harmonious integration of body, heart and spirit. It also allows the individual consciousness and cosmic consciousness to unify.

Yoga, as a physical, mental and spiritual development tool, is a thousand-year-old discipline. It is neither a religion nor a belief and does not have dogmas. It is a method for development and evolution. But it is not just a series of exercises and physical skills. The techniques suggested, even the physical ones, have as an objective the unfolding of the mental and spiritual potential.

Hatha Yoga is the most widespread technique in the West. It is recognized and recommended by the World Health Organization as a higher form of physical exercise for people of all ages and as a pleasant way towards well-being, leading to mental, emotional and spiritual equilibrium.

Yoga in education

We would like to integrate Yoga into the Idejo proposal, with the intention of providing some help and stabilizing elements for the people of today, who seem to be so stressed and fragmented. Due to the lack of “institutional Yoga”, right from the beginning, the Yoga instructors of Idejo required had to express a lot of creativity and flexibility to make this practice attractive. It was necessary to adapt it for the Western children, who are not used to spaces of silence, introspection and awareness of the various planes of their being (physical, emotional, mental, energetic, and spiritual). In spite of the fact that we work with children of very different ages (from 3 – 16 years), we have succeeded to integrate a common program for all the Yoga classes.

Looking for the centre

Our first goal is to ensure that the children understand that the Yoga class is a space where disorder (confusion) must calm down. To begin a course of Yoga means the children need to *change their tune*; we give instructions like: "Let's try to go to another rhythm." "We are entering the room of silence." The way of centring varies according to the age, the moment or the particular context of the group; it could be exercises of conscious deep breathing, self-massage, attentive listening to silence, etc. The instructions always aim to improve the *attention to the present moment*, as well as the concentration.

The body proposals

Asanas, or physical Yoga postures, occupy an important place in the class. However, we do not require for them to be performed in an absolutely perfect way; that could lead the child to reject the practice. What matters here is the quality of the exercise and to develop the perception of one's own body. With the little ones, the postures are integrated into plays or tales. With the older ones, the attention focuses on the part of the body at work and the accompaniment by breathing is more and more present. We insist a lot on limbering-up so that they can develop a true awareness of the possibilities of movement, tension and relaxation.

Yoga and breathing

A great number of our physical, mental and emotional disorders are linked to our breathing. Life is breathing; death is the absence of it. Air is the most important nutrient for our blood which, in turn, feeds our cells, tissues, nerves, glands and organs. All the activities of our physical and mental body, from digestion to creation, depend on the supply of oxygen. Deep breathing not only feeds our system, but also cleanses it. In addition, the air impregnated with *Prana* (vital energy) establishes a communication between "the outer" and "the inner", by tuning man to the rhythm of the Universe". Deep and conscious breathing constitutes the great contribution of Yoga to our health: it feeds and purifies the body, reinforces the defences against diseases, quiets emotions, relaxes and relieves our nerves, stabilizes and quiets the mind

Yoga and massage

We try to ensure that the practice of Yoga does not have as its only aim "to be well with oneself", but also to bring a nice group harmony. Therefore, we integrate a very valuable tool into the yoga class: massage, more specifically acupressure. When two people connect in an exchange of massages, they learn a lot about relationships. Each one learns how to give and receive, to help and to rely on the other, to create a certain well-being and to accept the well-being offered by the other. One learns to communicate without words, through touch, and to work towards the harmony of the group.

Yoga and relaxation

It is almost the main part of the class. Actually, the rest is a preparation for relaxation. Physical diseases are often due to the agitation of the mind and emotions. According to psychosomatic conceptions of medicine, even ulcers and arthritis can come from a mental agitation resulting from emotional conflicts like fear, anger, jealousy, etc.

In the complex world we live in, life has lost its simplicity. When we look at people walking in the street; we usually observe them speaking alone, wrinkling their eyebrows and shaking their head. They are often irritated and annoyed for trivialities. Their life, deprived of calm and joy, is just a succession of problems and turns into an intolerable tension. Today more than ever, it is necessary to understand the importance of relaxation, and everybody should learn the basic elements of this practice.

One reaches true silence, individually or in a group



23. Martial arts, the way of the bare hand

All Martial arts, if they are taught with respect of their tradition, allow a holistic development of the child which includes self-discipline, respect and non-violence. All the schools should introduce Martial Arts into their program



Karate White belts

- Kung Fu, Karate, Aikido, for the little ones and teenagers, are disciplines which require fast movements.
- Tai Chi and Chi Kong, with slower movements and sequences, for the older ones, including parents and teachers!

Below we present the comments of Nelson Vázquez, Karate teacher at the El Idejo School:

Karate is a true art, although it is often criticized by people who are unaware of its origins and its intentions, because of some misused practices. Anyone who practises Karate and understands it as such knows that its main motto is non-violence, although that can seem contradictory. For example, we believe that football is a non-violent sport, and yet, there is so much violence on and off the field... when one forgets that it is just a game! Karate aims to develop the character, to attain mastery of the body and mind, and also it is a good tool in the event of danger (knowing that we need to use it, it is because one was not wise enough to avoid the confrontation!). In our college, the practice of this martial art is complementary to other activities, bringing an additional dimension of self-knowledge to the assertion of the child's personality and spirit. If we come to the college during a break, we can easily notice that the atmosphere is quiet and that the games are very rarely aggressive. Karate can be an important part of our spiritual development.

The classes take place in silence (almost), with respect for the other students and for what they do, of the body and its difficulties. Over time, the standard level is raised, and one requires for the children to begin showing in their practice respect for etiquette, humility, engagement, and the will to surpass themselves.

The practice of Karate strengthens the body and empowers the mind, by always seeking a balance between all the facets of the individual. At the biological level, Karate works on strength, speed, flexibility, resistance and coordination. It ensures a good development of the cardiovascular system, increases the lung capacity, lowers the cardiac rhythm and reduces the risk of disease. At the psychological level, a deeper self-knowledge helps to develop self-confidence, a sense of security, a better understanding of one's limits and qualities. (Vázquez, 2000: ea)

Marcel Toutin, sports teacher and instructor of Choy Lee Fut Kung Fu, says that the practice of a thousand-year-old art like Kung Fu allows the children to acquire physical habits and a form of discipline (like following certain rituals: to greet, keep silence in class, to respect the classmates and professor). He adds: "Kung Fu gives a lot of strength and relaxes at the same time. If a child is aggressive, Kung Fu will help him/her to channel this energy, if he/she is very timid, it will help him/her to gain self-confidence".

Martial Arts naturally teach self-discipline and:

- Respect for tradition, the Master, the classmates and oneself.
- Courtesy, salutation, punctuality and discipline.
- Friendship, team work. The understanding that we are all equal.
- Control of the body, movements, speech and thought.
- Complementary techniques: self-massage, breathing, energy channelling, philosophy, symbolic movements, phrases in Eastern languages.
- Intercultural opening.

24. Bio-garden and Homa Fire

Ideally, all the schools should have their own garden. Beyond its therapeutic value, gardening teaches us to live a healthy life, develops the sociability of the children (they garden together) and reinforces their relationship with the earth. Even in an urban environment, it is possible to develop community garden projects.



Kitchen garden of Huampani, Lima, Peru

The following information was sent by Valladares and María Teresa Uranga, from Huampani, Lima, Peru:

What is a bio-garden^[20]?

It is a space where vegetables, as well as other types of important plants like medicinal plants, aromatic plants, fruits and decorative plants or flowers are cultivated. All the methods used are rigorously natural, from the selection of seeds to the preparation of the soil, sowing, fertilization, etc... All these methods are based on the love of nature.

Within the educational framework, to cultivate a garden together:

- Allows the integration of ecological values and knowledge.
- Supports creative learning and increases the capacity of observation.
- Promotes solidarity, honesty, sense of community and avoids unbalanced individualism.
- Encourages family integration and creates bonds within the group.
- It is at the same time an entertaining and functional activity, where spare time is used positively.
- The concrete results (harvests) give self-confidence and enthusiasm.
- Offers the pleasure of sharing an activity with others.
- Allows the recovery of ancestral knowledge, cultures and techniques. (Valladares, 2007)

What are organic vegetables?^[21]

They are vegetables which are free from any chemical component. The basis of organic farming is manure, compost and humus. The pests are controlled by beneficial insects, traps and crop rotation. This agriculture was used by the ancient people, they respected and cared for the land. The agriculture today increasingly uses more chemical products which do not only harm the land and pollute the water, but gradually poison humanity.

One can also make *seeds germinate* in every classroom or home which can be used for personal consumption. One can use cress, corn, rice, soya or alfalfa seeds ... The sprouts obtained are very nutritive and excellent for their health. Whenever there is no soil or not enough space, one can plant in boxes or practise hydro-culture.

Finally in the bio-garden or in special sessions, you can practise Homa Fire with the children, by doing various celebrations and ceremonies for the Earth. (Uranga, 2008: pc)

Homa Therapy

Below you can find a note from Chile about special classes doing Homa Fire in the Joaquín de los Andes School:

Hi to all!

It is wonderful for us to be able to share with you our experience with Homa Fires. So first of all, we appreciate this opportunity and we hope that these words inspire you to further multiply these experiences within schools in several towns, cities and countries. We are a special school and we attend children with speech and hearing problems; currently we attend 21 deaf children between 2 and 10 years of age. In May this year we conducted a project to incorporate Homa Therapy with the children in order to see the benefits from this wonderful healing tool.

With Homa Therapy we pretend to help improve the health of the children, to reduce their impulsiveness, aggressiveness and irritability and sharpen their attention and concentration levels to increase their awareness and respect for our natural environment and its protection. We currently do a Tryambakam Homa twice a week, on Mondays and Fridays. We meet with the children in a class and do some Homa Fires for about 20 minutes. From the beginning until now Homa Fires have opened a space where adults and children gather together to experience a period of quietness, peace of mind and joy; it is a ceremony which brings us together. It has surprised us how during the Homa Fires the levels of impulsivity decreases and the attention and concentration in the children increase,

we feel that every time we do it the Homa therapy is helping them more and more; by sharing a space where they adopt an attitude of respect and engagement with what happens during those special moments.

Seeing children with listening difficulties trying to sing a *mantra*, following the melody and actively participating in the singing and the gesture of offering during the *Suaja*, shows that what happens there is important for them. We are surprised also how the children spend a long time in states which can only be possible through the sound of burning manure which covers all of us in the classroom. Some children just stare at the flames of the fire and wait patiently for it to cease.

We realize that the children's minds begin to nurture peace and love, we are moved by what happens to us, we are moved to be able to participate with children during this experience and we feel that the healing fires gets us closer to them . . .

We intensely experience the saying: *if you heal the atmosphere, it will heal you*, the Homa Fires have opened a space of love and healing among us.

We have spent a few months practicing Homa Fires and we can observe the profound changes in the children, we aim throughout the year to collect all the facts, data and records that help us to account for the results of our project objectives and we can see how the Homa therapy is a real contribution to the children regardless whether or not they have disabilities. After all, kids are just kids . . . A warm hug for everyone. (School Joaquín de los Andes, 2007: ea)^[22]



Children doing the Homa Fire ceremony

25. Aromatherapy and Gem-therapy

Aromas

There are several aromas that help children and young people today. They are surrounded in incense or essential oil. The scents should be 100% natural. Below we list some aromas, taken partly from Kathi Keville's book, *Aromatherapy Practical Guide*:

- *Anise*. Helps to overcome nervous and stress. It is even said that it enhances our sense of humor and helps overcome heartaches.
- *Bergamot*. Reduces depression, anxiety, insomnia and compulsive behavior cycles.
- *Canella*. Balances nerves and intensifies senses. Recommended for people with concentration problems. It also provides balance and strength to materialize things.
- *Cedar*. Emotional support, increases self-respect, integrity, stability, meditation and intuition, while relieving stress and aggression and dependency impulses.
- *Cypress*. Relieves insomnia and the death of a loved one, increases emotional energy and helps to move forward after an emotional crisis.
- *Citronella*. Physical and emotional purifier.
- *Eucalyptus*. Increases energy, counteracts physical weakness and imbalanced emotions.
- *Geranium*. Relieves anxiety, depression, discontent, irrational behavior and stress. It also cures passive-aggressive nature and serves to enhance one's perception of time and space.
- *Jasmine*. It is good to contrast insomnia and depression, to dissolve apathy, indifference and lack of confidence, increasing one's own self-value and increases receptivity.
- *Lavender*. It acts on restlessness and anxiety. It helps us to improve our sleeping patterns. This essence is very popular with babies and toddlers because it harmonizes and balances their emotions. It helps to develop our spiritual connection and brings peace, harmony and serenity. It is also available in floral extracts like California flowers, in which case it is taken as drops.
- *Chamomile*. It helps to overcome excessive sensitivity, stress, anxiety, hysteria, insomnia, repressed anger and hyperactivity.
- *Myrrh, tea tree, thyme, angelica, rose, sandalwood and Mandarin* can help with energy problems.

Crystals

Children today love to have crystals of all kinds. Let them choose their own ones. Teach them to clean the crystals regularly with water and a little salt or incense depending on the crystal. Next, place the stone in the moonlight and the rising sun.

The following data was kindly provided by Daniel Pacheco^[23], a young Bolivian therapist and professor in crystal gems.

Pink Quartz. It really helps the children of today with their self-esteem, self-love. It reinforces the theme of self-reference, this is, that one can work according to their own energy, their own personal purpose. *Hematite*. These stones are used to connect with the Earth, for *anchoring*. It unlocks all the energy centers and helps to connect with other dimensions. When working to connect with the Earth, *anchoring*, we help unblock the 1st, 2nd and 3rd chakra.

Rhodochrosite. It helps to balance the physical and spiritual bodies, they are good for babies who are going to be born and newborn infants to adapt more easily to their body and environment. They work with the universal love and help to implement the energy of the new humanity.

Tourmalines. They are used to open channels where there are very strong physical and emotional blockages; they primarily work with the heart and help stagnant energy to flow.

Black tourmaline. Specially to open channels in the earth to discharge and neutralize all the dense energy. It helps to face fears and to overcome them.

Aquamarine. It activates the heart's essence to help it express itself without shyness. It is excellent for children who have very subtle energy, so they can communicate with the outside world.

Aventurine. It balances emotional stress. It can work with rose quartz and glass.

Amethyst. They are important for both children and adults, because they facilitate spiritual awakening, transmutation, to release. They clear your mind from emotions. It clarifies and directs the mind towards the spiritual level. They are a good tool to help one to meditate.

Lingam. From India. They help during the birth of a baby to firmly and fully establish themselves on the Earth. It has the ability to physically and energetically nurture the lower chakras which anchor us to the earth. They also fill with energy the empty spaces that may exist due to the absence (physical or emotional) of a

parent in childhood or birth.

It is important to use crystals that connect the children firmly to the earth, because they may already have subtle information, but they also need to be rooted to the earth. There are crystals that can help for this purpose such as smoked quartz, black onyx, garnet, carnelian, black tourmaline, hematite, rhodochrosite, lingam. In general, any red, black or brown stone combined with the ones mentioned above can serve the purpose.

In babies and children's rooms it is preferable to use pink, lilac, violet, blue (like aqua) stones. Place them in each corner, or next to the bed, the nightstand, under the pillow, under the bed, or even take them with you. (Pacheco, 2008: pc)

For more information on the use of crystals, see Dow Jane Ann's book, *Crystals that heal*, oriented towards the comprehensive and specific work for our time.

26. Children and floral therapy

It is worth attending the excellent results obtained with floral therapy, applied to children and adults, precisely because such therapies focus primarily on emotional, psychic and spiritual states, deep or chronic mental states, character patterns and physical illnesses. Each person is given a flower or bunch of flowers depending on their state. It is recommended to take 4 drops, 4 to 8 times a day.

Today there are several schools which work with flower therapy, such as Bach, Australian or Californian therapy. Many therapists also began to develop local flower essences: Argentina, Bolivia, Brazil, Colombia, with excellent results.

Dr. Edward Bach, the father of floral therapy, has divided the remedies into six classes:

- For those who feel panic, fears from a known or unknown origin, despair, apprehensions.
- For those who suffer from uncertainty, lack of self-esteem, indecision, instability, depression, self-doubt, mental and physical fatigue.
- For those who do not feel enough interest due to their current situation, for dreamers. For the unconscious, nostalgia, persistence to live in the past, resignation, apathy, extreme physical and mental exhaustion, negative internal dialogues, deep depression that comes and goes with no known cause, when one always repeats the same mistakes.
- For those who feel loneliness, shyness, impatience, irritability, selfishness.
- For those who suffer from hypersensitivity and suggestibility, anxiety covered with joy and courtesy, submission, protection from external influences, jealousy, suspicion, inferior complex, sense of failure, guilt, self-reproach. For those who are overwhelmed with responsibilities or who feel extreme anguish and desolation. For all types of trauma blockages: bitterness, resentment; it purifies mind and body.
- For those who feel excessive concern for the well-being of others, possessiveness, fanaticism exasperated by injustice, tensions, inflexible, intolerant, arrogant, self-depressed. (Bach, 1997)

Californian flowers attend emotional, mental and spiritual ailments. They are excellent for the children of today and work in depth within the subtle levels of the patient. Dr. Fernando Jose Diaz Glauser, from Colombia, explains that:

The real causes of diseases have their origin within our soul. The Behaviors or feelings which are not recognized or accepted manifest themselves mainly as emotional conflicts and later as physical illnesses. Floral Medicine is a simple, natural and safe therapeutic system, which presents no side effects. It can be practiced by anyone who loves humanity, complementary to any other type of medicine. Floral therapy is recognized and recommended by the World Health Organization since 1976. (Diaz, 2004: pc)

Peruvian flower essence combination for the children and young people of today

Report by Dr. Lucy Castro Dávila^[24], Brazilian, living in Peru:

The emerging issue of the difficulties in education due to the children and youth of the new millennium stand as one of the most frequent reasons for attending counseling in clinics. These new beings are present in all societies and within different types of families. They are pioneers in the value changes of our time, going from a material to a more spiritual world. Sometimes these children need help with the following issues:

- Their multi-dimensionality, which can confuse them.
- Their emotional sensitivity.
- Their deep spiritual connection which transforms them into psychic sponges of their environment.
- Also they get easily bored with what they are not interested in, which creates problems at school with authority and memorization.

The main objective of flower essences is to help us contact with our Higher Self, our intuitive center which is aware of the personal life purpose of each human being. When we are in connection with our Higher Self the information is immediately absorbed by all our subtle bodies, allowing the growth of mental, emotional and spiritual qualities. These qualities are internal polarities which may not be in balance and therefore need to be transformed into their opposite quality. The flower essences can help to achieve quality levels in our relationships and interactions.

When a conflict arises between a subtle body and the personality, the vibration frequency in the energy field gets distorted in a non-harmonic way. This distortion affects the human energy field, producing a negative affective state of mind. These negative mood states are not fought as if they were symptoms, but they are flooded with harmonic vibration energy with flower essences that vibrate at the same harmonic energy frequencies which corresponds with the human soul.

Given a distortion disharmony, the flower essence brings back harmony through the resonance of vibration, working as a catalyst to restore the blocked connection between the soul and personality, transforming negative moods into positive ones and reconnecting with the Higher Self.

During my 27 year experience practicing clinical psychology, I have had numerous opportunities to work with children and youth, who are gifted with special features: uncommon maturity and depth for their age. We also know that these children in general, require care, love and protection, not only from their parents but from everyone. (Castro, 2006: pc)

Aromas, gems, flowers

Interactive exercise:

No. 40: Aromas, Gems, Flowers

1. Investigate what plants and aromas are used or were used for children in your culture, country? What plants and aromas can help adults to relax?

2. Do you know any other plants that could be particularly interesting for education or the wellbeing of both adults and children?
3. Do you know the properties of some gems? Do you know what they used for?
4. Investigate floral and gem therapy. How can I teach it to the children and youth?
5. As a parent or teacher it is a good idea to keep a little bag of this compound called flower therapy rescue or ransom (Dr. Bach), which are drops of flower essence used in emergencies (physical and emotional). Place 4 drops under the tongue.

27. Psychobiophysics

We thank Vania Maria Abatte [25] from Brazil, who shared with us her experience with children through her professional practice.

Bruno, 9 year old boy, recalls his happiness

When Bruno came to me, he was almost drained, without any energy. He was tired, very thin, pale and with a joyless expression on his face. He was nervous, agitated and taking Ritalin. His assimilation of the contents at school was very poor. He was even considered as a case of Attention Deficit. The parents were desperate, they did not know what else to do with the situation and Bruno was going to fail at school. He had been going through a long treatment with two psychologists and a psychiatrist, which became increasingly frustrating and unsuccessful. I work with Psychobiophysics (Psycho + bio + physics): "The scientific knowledge of the relationship between psychic, biological and physical phenomena, taking the human being as its centre." I supported my research based on the Bio-electrographic or Bio-electrogram diagnosis (Ex Kirlian photo) of the index fingers.

After doing the energy therapy, an expansion within the psychobiophysics field occurred. Bruno has gained 4 kilos, has a healthy color, smiles all the time, talks with the birds he has at home, kisses and hugs his parents, sings and is eating better. Now he is a different boy, and I, as a researcher and therapist, have been able to witness the whole process. He passed at school and currently he is very spiritually balanced.

Bruna, 9 year old girl, overcomes depression

Bruna presented a psychological and energetic depression, with high levels of anxiety. My work consisted in applying a bio-energetic restoration, strengthening her damaged field through energy therapies: bio-energetic massage, color therapy, reiki and flower therapy.

After the treatment was applied, a great psychobiophysics expansion occurred, making the photos present more light, brightness and energy, which normally indicates a self-esteem increase. Blue and pink represent the balance of the Ying and Yang polarities which in the current case of Brunna is beginning to balance itself; this is the reason why we can see an expanding indigo colour. The inner crescent colors that are a mixture of red and orange indicate the girl's sensitivity (potential, creativity, intuition, extra sensory perception). (Abatte, 2006: em)

1. Craniosacral therapy, also called cranial sacral technique is based on the Primary Respiratory Movement, PRM which facilitates a correct flow of cerebrospinal fluid, CSF. It rehabilitates the fluidity of the spine and balances the central nervous system. It is a very subtle technique, which works very well with the children of today. This is a gentle and profound manual therapy system, developed by the American osteopath Dr. William G. Sutherland at the beginning of the century. Craniosacral Therapy is based on the principle of the existence of a subtle rhythmic pulse that emerges in tissues and body fluids, called Cranial Rhythmic Impulse. This impulse can be perceived as a subtle rhythmic movement within all the areas of the craniosacral system (brain, spinal cord, cerebrospinal fluid, meninges, cranial bones, pelvis and sacrum), which is also transmitted to all the organs and tissues.
<http://www.asociacioncraneosacral.com/la%20terapia.htm>
2. Recommended websites: <http://www.ideojo.edu.uy/>, http://www.sanatanasociety.com/free_stuff/free_wallpaper_shri_yantra_mandala
<http://www.dharmanet.com.br/vajrayana/mandala.htm> <http://www.kidsworld.de/basteln/mandala/mandalas.htm>, mandalas muy alegres, muy bonitos para los niños <http://www.nicoles-funworld.de/windowcolor/malvorlagen-mandala-8.php>
3. <http://www.lunor.com.ar/sellosmayas.htm>
4. <http://www.luventicus.org/articulos/03N023/index.html>
5. Designer, researcher, lecturer and teacher on Sacred Design issues applied to the arts in general. He is currently a facilitator in the workshops of Sacred Geometry, Sacred Architecture Mysticism and Magic in Indigo Universal Association as part of the pedagogical tools of the third millennium and a professor at the School of Design Orval. As a designer of energy spaces, integrates geometry, the Light and Sound, which is support of a Holistic Architecture contributing to the development of the Human Being. e-mail: Weboscarsenmache@hotmail.com: www.arquitecturasagrada.org
6. <http://www.geocities.com/cielo12sur/arqueoastronomia.html>
7. <http://www.frankchenphoto.com/powerflashcard/> to make their own letters, in English.
[http://www.internationalparentingassociation.org/PDF/MathDiamonds bl.pdf](http://www.internationalparentingassociation.org/PDF/MathDiamonds%20bl.pdf) in English. <http://www.frankchenphoto.com/powerflashcard/downloads.htm>
8. Taken and adapted from an interview done to Gaia Medina, Spanish therapist (2004: pc)
9. http://www.capoeira-mestre.ru/index/capoeira_mestre_alan.jpg
10. Scornik Paul is a doctor, dancer, choreographer, Israeli folk dance and sacred circle dance teacher. He frequently offers courses and workshops in Idejo.
11. Photo: <http://www.psychicchildren.co.uk/Graphics/NewBornBig.jpg>
12. amontano@nur.edu, (591) 3 342 28 11, 336 39 39
13. cachupinos@hotmail.com, 2004, cp
14. http://www.revsaludvital.com.ar/edicion_84/medicina_nota_3.htm
15. <http://www.ananda.cl/shantala.html>
16. Text kindly given by Master Thaayrohyadi and the Council of Wise Elders and Wisdom Keepers of the Otomi Olmec Toltec Teotihuacan Tradition. International Indigenous University. Address: Josefa Ortiz de Dominguez N °. 203 North College St.. Clara, Toluca, Mexico, Mex. C.P. 50090. Tel: 01 (722) 7 73 22 40, Cell: 044 - 22 to 2 July 91 July 48. e-mail: informes@universidadindigena.org <http://www.universidadindigena.org>
17. Relmu Witral, is an association which was founded in Tirúa, VIII Region of Chile, to rescue and promote the ancient tradition of the lavkenche women's weaving trade through the training of their members, support groups and the marketing of their fabrics. <http://www.josemanuelrebolledo.cl/?cat=5&paged=2>
18. http://www.adhikara.com/art_kunst/emoto/water-3.htm
19. Photos taken from Faluna Dafa's website

20. Excerpted from the Multidisciplinary Centre Manual "Nuna Aynai" theoretical and practical course of organic agriculture for bio-gardens. Mr. Fernando Valladares. tierraverdedeperu@yahoo.es, (51) 1 252 06 48 ↵
21. María Teresa Uranga, (51-1) 479-2275 ó 497-1071. mati@huampani.org, <http://www.huampani.org/> ↵
22. http://www.homa1.com/espanol/boletin/boletin_05.htm. Teaching team from the "Joaquín de los Andes" School. Pto. Montt - Chile. info@joaquindelesandes.cl ↵
23. danielpacheco7@hotmail.com ↵
24. Clinical Psychologist, Federal Fluminense University 1979, Rio de Janeiro. Brazil. Homeopath and Floral therapist. Produces and Researches "Soul Flower", Vibrational Essences from the Peruvian Andes and Brazilian Matas, since 1997 in Peru and Brazil. Founder and Director of the Clinical Training School: Flower of the Soul, Lima - Peru. President of the Peruvian Flower Therapy Association - APTF. Founding Member of the Brazilian Association "Associação Brasileira de Produtores de Essências Florais e de Campos de Consciência". ABRACAMPO. flordelalma@hotmail.com and flordelalmape@yahoo.com, website: www.flordelalma.com ↵
25. Vania Maria Abatte, psychobiophysic researcher, professor of physical education, post-graduate in sports psychology, specialized in anxiety, depression, relaxation, bio-energy and chromo-therapy, Porto Alegre, Brazil. NEP - Centere for Studies and Research Landell de Moura. Rua: Outubro 24, 1100 Room 406 - Moinhos of Ventos - Porto Alegre. Phone: (xx51) 3346 9281, 9295 7297. E-mail: abatte@terra.com.br Websites: Portuguese: <http://www.geocities.com/vaniaabatte2000/> in Spanish: Information kindly [http://www.arrakis.es/~ layuli/kirlian3.htm](http://www.arrakis.es/~layuli/kirlian3.htm) sent and translated by Ingrid Cañete, canete@terra.com.br, author of Indigo Crianças to Evolução do humans (Indigo Children, evolution of man). Arvoredo Livraria, Brazil. E-mail: marcellemuller@pop.com.br arvoredo@brturbo.com.br or Phone: 55 051 326 8653 64 153 5 and 334. ↵

CHAPTER 10

Bio-morphic and bio-reconnecting tools

*Resonance is information.
Therefore, the essence of information is resonance,
not information.*

José Arguelles, The Mayan Factor.

1. Bio-morphic field theory and the new education

Bio-morphic tools or resonance techniques of this third millennium are revolutionary techniques based on the activation of:

- The right brain hemisphere
- The pineal and pituitary glands
- Alpha and Beta brain waves
- The psychic/intuitive and spiritual field

Bio-morphic tools introduce the notion of bio-reconnecting tools, which are the tools that follow as we will see later on. They recognize and promote the direct access of knowledge through a resonance effect with the morphic field. They are also known as tools to access and process mega-knowledge. Some practical examples which work in this sense come from Dr. Makoto Shichida from Japan, Meta-Intelligence Institute, the Psychic Berkeley Institute schools, Dr. Losanov studios from Bulgaria and the research made from the biologist Rupert Sheldrake. They correspond with the ninth and tenth intelligence described in chapter 5. This chapter will revise the morphic or bio-morph field theory, the Shichida method and examples from the ASIRI School. The chapter closes with a table to sum the different current pedagogical tools: bio-intelligent, bio-morphic and bio-reconnecting tools.

Sometimes there is a very subtle difference between a bio-intelligent, bio-morphic and bio-reconnecting tool. The first one, bio-intelligent, pays attention to the physical body and works well to anchor the children. They are safe and easy tools to put into practice.

Bio-morphic tools work with the psychic and other subtle areas of the human being. Sometimes they may destabilize and exhaust the student if they are used incorrectly by a teacher who was not trained appropriately.

They should be used with caution and in short time periods. They should be applied to students and teachers whose physical and emotional aspects are stable and healthy. Some indigenous people's teachers usually use them.

The bio-reconnecting tools, as its name points towards, reconnect the human being with its essence and its natural connection with other dimensions. It has a more spiritual nature. Both the bio-intelligent and bio-morphic tools prepare the student for the bio-reconnecting ones.

What is a bio-morphic field?

Rupert Sheldrake explains the existence of the bio-morphic fields. Other terms have been used to describe this idea such as morphogenic or morphogenetic depending on the author.

They are subtle or invisible fields which determine the organization of any system (for example, the solar system, the galaxy, an atom) and of each species. Dr. Rupert Sheldrake's thesis in his book *Theory of Life*, affirms that the biologic forces unify and sustain an *invisible structure* which guides cells and organs, in a way that it can differ and specialize to create a particular form of life. According to the author, the progress of specific species is not only structured by this morphic field but it also modifies the field of the whole specie. (cited by James Redfield, 2003:80-81)

This is the reason why when an individual of a species obtains new information or lives an event, it is automatically placed and shared with the field or net of its species allowing everyone to benefit from it.

In his book *A new Science of Life*, Sheldrake proposes the idea of morphic or morphogenic fields, which explains how organisms adopt their characteristic manners and behaviours. The author claims that:

Morphic comes from the Greek word *morphe*, which means form. Morphogenic fields are fields of forms, this is, order patterns or structure. (Sheldrake, 2003:25)

These fields do not only organize living organisms but also crystals and molecules. Each type of molecule, each protein, for example, has its own morphic field: a field of haemoglobin, a field of insulin; the same way, each type of crystal, each type of organism, each type of instinct or behaviour pattern has its own morphic field. These are the fields which order nature.

In 1981 Sheldrake published the *Morph Resonance* Hypothesis which has strong implications in education and opens unsuspected paths towards a totally new way of learning. The morphogenetic or morphic fields sustain information and are used through space and time without losing intensity after being created. They are non physical fields which influence other systems which present some sort of inherent organization.

Sheldrake explains that these fields are influenced by *the theory of formative cause*, which reveals how things (animated or unanimated) get their forms or patterns from galaxies, atoms, crystals, molecules, plants, animals, cells, societies. It includes anything which has forms, patterns or structures or self-organizing properties.

All these things automatically organize themselves. An atom does not organize itself by any external agent, it organizes itself. A molecule and a crystal is not organized piece by piece by human beings, they spontaneously crystallize themselves. All these things are different to machines, artificially created by human beings. This theory talks about natural self-organized systems and the origin of forms. We assume that the cause of all forms is the influence of organized and formative fields, what Sheldrake called morphic fields. Its main principle is that the form of societies, ideas, crystals and molecules depend on the similar types which have been organized in the past. Of course we may ask who and how creates a morphic field. If we knew this we would have the secret of creation (or co-creation) Is the akashik memory a morphic field? Sheldrake also explains: "There is a kind of integrated memory in the morphic fields of each self-organized thing"

Origin of morphic fields

A morphic field is not an immutable structure as it changes at the same time with the changes of the system with which it is associated. The morphic field of a fern has the same structure as the morphic fields of previous ferns, but it may transform over time. The morphic fields of all past systems are present for subsequent similar systems and accumulatively influence them through space and time.

The key word is *habit*, being the main factor which causes the morphic fields.

Through habit, the morphic fields begin changing their structure and consequently start producing structural changes of the systems they are associated with. For example, in a coniferous forest the habit of extending the roots deeper to absorb more nutrients is generated. The morphic field of conifers assimilates and stores this information which is passed on, not only by individual examples in its environment but with coniferous forests throughout the world through the morphic resonance.

Also, in the field of knowledge, if information is assimilated by a portion of humanity, the rest of the species benefits through morphic resonance. This theory is interesting at a pedagogical level, because the tenth intelligence, the energy or intuitive intelligence is the one which many of the children of the younger generations tend to have (especially from the generation three onwards). These children can easily capture these morphic fields. This theory is even more interesting because, according to its researcher, if only a portion of humanity accesses it then the whole humanity will be able to access it.

What are bio-reconnecting tools?

They go beyond the morphic field. They are trans-sensorial in nature, more connected with the spiritual aspect. They allow us to reach the experience of *who I am*, to activate our abilities in ourselves and our internal reconnection.

In the health context Dr. Pearl says the following about reconnecting:

One way or another, reconnecting prepares us for the transition changes that are occurring now. We continue our evolutionary path towards the inevitable restructuring of DNA, without having to wait for the slow and arbitrary process of mutation through generations and natural selection. At this moment we are taking the first steps towards reconnection. We are the vanguard that is carrying the new wave of healing which will be confirmed as the next step in human evolution. (Pearl, 2004:140)

Similarly, we think that the same process could be done at the education level, since education is health, and health is education. This means that educators, when responding to the new potential of the children of today can follow Dr. Pearl's words: "To be the vanguard that carries the new wave of education at the forefront of what will be confirmed as the next step in human evolution."

In this sense, the bio-reconnecting tools will be the tools that go even beyond the bio-intelligent and bio-morphic ones (although these two prepare the student's holistic growth). With the bio-reconnecting tools, the student simply connects (reconnects?) with the spiritual reality, made out of living and pure energy, that transforms us and transforms the planet, the supreme goal, not just our health or education, but the whole human being. (See table in section 4)

INTERACTIVE EXERCISES

No. 41: Morphic fields

We can conclude two interesting reflections from Sheldrake's study:

1. First, to create or co-create a new society, a new education, should we start by creating its morphic field? How? Do the children or future children now know how to do this? Write your perception about it.

2. Second, if morphic fields carry in itself an integrated memory, Could we have access to that memory?

In this case, what would the school of tomorrow look like? Investigate the issue.

2. Shichida Method and the almost unlimited possibilities of the right hemisphere

The Shichida learning method and the theory of the almost unlimited possibilities of the right hemisphere are very relevant and appropriate to attend (and to not waste) the talents of the children of today.

The right hemisphere or the brain of images

Why is it so important to develop the right hemisphere in the educational processes of the third millennium? The Shichida learning method, used in the educational institutions of Dr. Makoto Shichida in Japan and elsewhere, is very interesting to apply in the education of the children and youth of today. Thanks to the studies of Dr. Shichida, some unlikely faculties are scientifically emerging in the current generation, allowing a better understanding of these waves of new children who are arriving to the Earth. Dr. Makoto Shichida was born in Japan in 1929. He has a PhD in Education and is the creator of the famous Shichida teaching method, a truly revolutionary way of understanding education. There are more than 400 educational schools in Japan and abroad. He is the author of several books (more than 100 books in Japanese) which prove the benefits of the right hemisphere and the innate talents of babies and children^[1].

Dr Shichida says that there are two different types of brain functions, therefore, there are two different types of memory and mental operations:

- The first one: a type of brain function that he calls the *left brain*, which functions in beta waves frequencies (14 to 30 Hz) is used most frequently when one is awake. The left brain mainly remembers through concepts and words. It is the side of the brain which we are most familiar with because we have been developing it in the traditional academic areas. It requires further review of the information and a more conscious learning.

- The second one: we refer to it as the *right brain* or the brain of images. He suggests that the brain of images works in alpha waves frequency (8 to 13 hertz) this frequency of the brain is associated with an alert and relaxed state of mind, the same state which occurs during meditation or just before getting out of bed or while listening to music. It has been scientifically proven that Chinese Chi Kung masters work within these alpha waves.

It is not the type of brain activity that determines whether a teaching is crucial to the left or right brain, Dr. Shichida explains, but the brain wave that operates (alpha or beta or others). Therefore, the same activity, like listening to music, can be carried out with the right or left brain, although with very different results. The left brain, for example, analyzes the structure of a musical piece and the right brain *experiences* the music.

Meditation and deep breathing

Dr. Shichida teaches that meditation and deep breathing are necessary bridges to access the right brain. The children of today have an innate ability to easily

switch from the state of beta waves to alpha waves, and some to theta and delta, both awake or sleeping.

Shichida discovered that although some children may have difficulty using their left brain and are diagnosed with learning disabilities, these same children can learn by awakening the latent capacities of their right brain. Sometimes when the right brain is strengthened the diagnosed problems in the left brain disappear. Also there is some evidence that indicates that certain hyperactive children can pay attention when the information is transmitted to them through the right brain. (Shichida, 1997)

The author believes that when children are born, their right brain skills are very alive and active. If these capacities are disused then progressively they deteriorate and become recessive. Based on his observations, Dr. Shichida postulates that the optimal period for the development of brain power is between zero and six years of age, because more or less from this age the brain begins to change its mechanisms of the two hemispheres.

If the right brain skills are developed between zero and six years old, they will remain with the child throughout his/her life.

The optimum period to develop brain power is between zero and six years of age.

Right Brain Education

Right Brain Education, through the Shichida method used in some infant schools in Japan, consists of four steps:

1. It begins with steps which intend to create bonds of trust between the educator and the children.
2. Then comes some physical activities.
3. Relaxation techniques are practiced through breathing and suggestion exercises.
4. Then we proceed with several recreational activities to develop right brain skills, according to each age.



Child playing with memory-cards. By using his right hemisphere he is able to remember more than 100 letters at the same time.^[2]

These conclusions encourage us to work more with the right hemisphere and the emotional intelligence during Pre-school and the first grades at school. Let us remember, the example of Albert Einstein, who learned to speak, read and write very late, at the age of 11 or 12. As a child, he used to constantly play the violin, which is an excellent activity to develop the right hemisphere and to balance the emotional brain. According to the mentioned Japanese studies, one has a whole lifetime to exercise the left hemisphere but only about six to ten years to extensively develop the benefits of the right hemisphere.

The five senses of the right brain and the extra-sensorial perception function

Dr Shichida says that the right brain has five internal senses: *sight, touch, hearing, taste and smell* which correspond to the five external senses of the left brain, although they can operate independently from the physical body. As the psychological theory called the *hidden consciousness* that is currently being explored by researchers would (NYT, January 151991), Dr. Shichida believes that the skin is a receiver of information that transmits and connects with the right brain.

This is the reason why some children can see within the information they receive through the skin and in some cases by the other external senses. The information is discerned by the vibrations that the objects radiate. This theory helps to explain why sometimes blind children can see objects in their environment.

There are five internal senses of the right brain: inner sight, inner touch, inner hearing, inner taste and inner smell.

Information and morphogenic fields

Dr. Shichida explains that knowledge is discerned by the vibrations of the morphogenic field to which it belongs. He says that in this case, the five senses of the right brain are not really extra-sensorial but natural functions of the right hemisphere which receives information from all body cells.

This notion is based on the theory that cells radiate energy and receive radiations from the environment through *resonance*. The *tactile* (to learn through touch or by palm reading), precognition (predicting events), clairvoyance (to see the occult), telepathy (mental communication) and telekinesis (moving objects in space with the mind) consider aspects of extrasensory perception. These perceptions and gifts occur by opening the third eye and activating the pineal gland, Shichida says.

Perception of images is essential to use extra-sensorial perception functions. Receiving information in the mother's womb is one of the capacities which results from the use of the extra-sensorial perception function of the right brain. Most of the content from the book *Babies Are Geniuses* is dedicated to explore this topic. Dr. Shichida's books are full of stories of children who have great mental/ psychic capacities, which he called extra-sensorial perception.

Resonance function

According to Dr. Shichida, the right brain works independently from the conscious memory. It works as a high speed computer and has an essential role: *resonance*. This function is based on the idea that everything in the world exists at subatomic particles that vibrate at an ultra high frequency. Therefore, the physical body is constantly being bombarded by frequencies emitted by all objects, thoughts and feelings of our environment. The right brain is equipped with a kind of diapason to receive and process these frequencies that are perceived as thoughts, images, feelings and sensations, but not necessarily at a conscious level. Dr. Shichida believes that the unconscious brain has ways of understanding these ultra high frequency signals in our environment.

The right brain, according to Dr. Shichida, has the following capabilities:

1. High speed automatic processing function, which can do almost instantaneous math calculations.
2. Image visualization function or photographic memory.
3. High speed mass memorization function, such as reading quickly.
4. Extra-sensorial perception function. When fully developed it expands intuition, telepathy and clairvoyance skills, among other parapsychic gifts.

To this we must add:

1. A perfect musical perception.

2. The ability to learn languages very fast.
3. Artistic abilities.

These seven functions should be systematically developed within education, especially with children between the age from zero to ten. Dr. Shichida writes:

In general, people believe that the intellectual capacities of children grow as memory is stored through learning, as they acquire logical thinking and learn through explanation methods. Generally, we think that recognition is a repetitive habit which people acquire by repeating what they have experienced from the past ... however, when we see four to five month old babies performing arithmetic operations which supposedly is not present in their memories, or when teaching arithmetic using the dot system to babies immediately after their birth, these general beliefs about experience soon disappear. The human brain has an inherent function which comes from a high speed computer that allows us to automatically process high-speed sophisticated arithmetic calculations ... This process is pre-designed in the right brain and it is not something we learn. It works without any relation to the memory system. (Shichida, 1993 nd: 16)

Antenna children and love

Dr. Shichida believes that the brain is wired to respond to a range of frequencies both in the visible and invisible aspects of matter through the five senses. There are an infinite number of frequencies that pass through our bodies at all times. Some of these frequencies can be consciously or unconsciously perceived by humans. Those who have the ability to perceive a wider range of frequencies are called multi-sensory people. The expression *sensitive child* has also been used to describe those children who seem to be ultra sensitive to various frequencies of light and sound which go beyond the normal range perceived by humans.



Japanese girl from one of the Shichida Institutes, Japan.^[3]

Telepathy is possible when the frequencies that pass through the body are converted into mental images when we are tuned into alpha waves state.

Love is the key for things to work well, especially with children. In the Shichida Academies for children, the parents and teachers work together to meet the integral needs of the child: heart, mind, body and soul.

When providing this basis, children are eager to learn and surpass beyond their wildest dreams. Dr Shichida says, “If you love your child you are already educating them.”

And when adults use the same techniques in their own lives they usually receive flashes of inspiration that guide them at their workplace and during everyday situations, helping to make accurate, fast, instantaneous decisions, anywhere and at anytime.

If you love your child you are already educating them. Love is the key

Multidimensionality

Dr Shichida says that:

More than being children who reason as Homo sapiens, they are children whose sensitivity is so acute that they can perceive feelings, thoughts, what they are going to be asked, the atmosphere of a place, the past, the future, what happens at the physical, emotional, mental and astral levels and they are able to work simultaneously at all these levels. (Shichida, 1993 nd: 32)

Inside the cells there is a quantum field or field of bio-photons, where electromagnetic information takes place, which can resonate with specific fields of knowledge and cosmic consciousness. Dr. Shichida

INTERACTIVE EXERCISE

No. 42: Exercises to widen the right hemisphere

1. Investigate on the talents of the right hemisphere, study exercises from the Shichida method. Write down here or in your notebook the exercises you can use in your classroom or at home. Develop your own system according to your children or students 'age as well as your own resources.

2. Study the energetic games from the *Children of Light, Games and Techniques* book from Bärbel Mohr, to inspire the children of the New Age. See page 53: Summary of energy exercises. These games are specially designed for very young children.

3. The ASIRI method from Peru

Here are some excerpts from an interview with Ivette Carrion^[4], president of the Peru Indigo Association and director of *Children and youth in the world* in Lima, Peru, where she presents her innovative concept of education with the ASIRI school, the School of the Third Millennium.

Ivette, what is the ASIRI method aiming towards?

- With the ASIRI method we want to project the School of the future, which will mainly be home-schools, where the children learn and grow in harmony according to their needs. The ASIRI methodology is an education for Life. It is based on creativity, vision, visualization and joy.

Who developed this method? How did it happen?

- We were looking for a method that could meet the new needs of the children of today. We could not find a comprehensive approach which would satisfy them, so we decided to make our own method, guided by the children and youth. ASIRI means smile in Quechua. That is what we want, for the teacher and children to be able to smile and be happy.

What is the structure of an ASIRI school?

- The classrooms have the architectural shape of a dodecahedron cut in half because this geometry has an anchoring healing energy. This is precisely the learning process of these children. The classroom will be called “saloons”. The school has the following elements:

- Tables for group work in the classrooms (not individual desks) and many different spaces, a place for reading, mandalas, stones, rugs and cushions.

- Music therapy in the school's “saloons”.

- A massage room, with reflexology or other alternative therapies available for children. The same way current schools of Peru have an infirmary.

- A large kitchen where the children can cook.
- Workshops of carpentry and other manual activities such as knitting, weaving . . .
- Two rooms, one for meditation and another for prayer, depending on what each child thinks is most convenient. These rooms are spaces to be silent and to listen.
- An exhibition of handicrafts and recycling where we teach children, from a young age, to take care and to respect all things by making them realize that everything is alive.
- Also modern technology will be used.

How will the classes be organized?

- The classes will be a mixture of different ages where the older pupils will learn to be responsible of the younger children and for the younger children to feel motivated by the older ones. We have also noticed that an older child teaches better than an adult. They are innate educators and by teaching the younger ones they strengthen their self-esteem. Each child will be evaluated according to the multiple intelligence they connect with. We give preference to their corresponding way of learning. We always pay attention to what their vocation or life plan may be. No child will repeat a grade. They will not do homework, just research.

What subjects will you teach?

- First of all, we will not *teach*, the children will teach themselves. In addition to following the curriculum of the Ministry of Education we will include other alternative materials such as:
 - Write your own book.
 - Eurhythm from the Waldorf method.
 - Sacred Geometry in mathematics.
 - Mathematics will be quite different, the child will first live, measure, touch, feel, act, relate mathematics to everyday life.
 - Ecology.
 - Telepathy, clairvoyance, intuition.
 - Instead of morality we will have joy and laugh statements.
 - Many intra-intercultural and vernacular languages.

Each day we will have at least:

- One hour of physical exercises with a focus on good breathing for children to learn to relax. We will vary with Brain Gym, eurhythm, yoga for children, modern dance, Kung Fu, Chi Kung (or other martial arts) . . . It is very important to exercise the physical part.
- Half an hour of statements, interspersed with classes.
- Half an hour of art, recycled crafts.
- 20 minutes of emotional intelligence development.
- 10 to 30 minutes of silence, according to the age and abilities of the children, combined with spiritual activities.
- A welcoming group ceremony (as well as an individual greeting and a hug) and a closing and farewell group ceremony.

What are seed cards?

- They are like puzzles with pictures about the different parts of the class. The cards are given out to the children. They organize themselves in groups and then they *create* the class together, essentially through drawings. Boys and girls today are more visual, spatial and kinesthetic than verbal and linguistic. The teacher does not dictate, nor give the answers out. He or she just asks questions and observes the working groups with a positive and cheerful attitude. Imagine if the presence of a teacher in the classroom was to bring peace and inspiration to students, this would be their role!

What kind of training would the teachers have?

- The main requirement to be an ASIRI teacher would be trained in any of the active alternative methodologies (such as Waldorf, Montessori . . .) for them to understand the message we want to send to the children. The most important thing comes with practice, the teacher's caring quality and their ability to listen. The children of today perceive everything!
- Being an ASIRI teacher is really fun! The teacher will learn a lot and grow enormously in their own integral and personal development.

Where does the cornerstone of your work lie on?

- On the construction of the ASIRI College, which has a dodecahedron^[5] structure that has to do with the formation of DNA^[6]. DNA has the function of preserving life, but it is not only the DNA molecular composition which allows this extraordinary work to occur but also its helical shape based on a long spiral of unfolded dodecahedrons. *The form is the formula.* With the dodecahedron shape we expect to send a subliminal message to the subconscious of the children. We believe that this geometry corresponds to their way of being and living.

The Golden Ratio in DNA (the Hexagon, the Golden Rectangle), this is, the 1.618 ratio, is also part of the ratio of the DNA structure. It is the only ratio that guides the information or geometry towards the harmonic series, without any destructive interference, achieving the understanding of perfect data/wave fractal implosion. It is the path towards zero point.

That is, the DNA molecule that creates life, unlike any other molecule, is mainly characterized by its geometrical structure which is capable of organizing wave-particles and distributing and imploding the frequency and voltage of waves in such a way that it can create a suction vortex to avoid the destruction of other waves and its own self-destruction.

Based on certain proportions, wave patterns are able to recreate the required conditions for the development of our consciousness, raising our quality of life and our capacity to give and receive love. *Our range of sensory perception determines the universe in which we live in.*

How can we reach all the dimensional ranges?

- Our senses perceive a wave range of the electromagnetic spectrum. Our organs of perception perceive proportional relationships through geometric perception patterns. To be able to grasp them all, we must just connect with a universal geometric form like a dodecahedron and . . . Boom!

As we progressively expand our perceptive abilities we tend to organize visual, audible and visible space into geometric manifestations with their own frequency order because it restores the ability to create ourselves within. Therefore the need of many cultures to create artistic expressions using Sacred Geometry. The ASIRI method also aims to expand the perception of older children, adolescents and adults. In the case of young children born after 2005, the method is only used to strengthen the innate faculties which they come with and to help them use and organize them so they can fulfill their present and future service.

How important is sacred geometry for the children and young people today?

- It is essential. Sacred Geometry is not only the study of spatial/ spiritual order through the relationship and transformation of forms, but it is also sacred arithmetic, along with the astronomy and science of temporal order through the observation of cyclical movements. These will establish the main intellectual disciplines of the further education, along with the study of harmony and music.

Borboleta, the Metamorphosis of Perception: direct knowledge

Another interesting proposal is the Borboleta program^[7] in Europe, *the Metamorphosis of Perception*. The children follow a distance education and they complete it with school programs. The program is a pilot program of experiential workshops to stimulate the activation and development of the right hemisphere of the brain. It aims at 5 to 14 year old children in order to wake up the latent potential of their deeper capabilities. The Director of the program explains:

Direct knowledge is not achieved through books, as these are just fossilized human thoughts. Although in many cases one can require external information, in others it is of vital importance to internally apprehend from the very source of consciousness itself.

Direct knowledge is achieved through the experience within the unification and expansion of the field of consciousness which comes to be the knowledge of the universe. If we set and develop the field of consciousness, we will then achieve the correct balance of both hemispheres of the brain and be able to explore many different possibilities in the brain where the right hemisphere is also stimulated, empowering the experience of direct knowledge.

The acquired capacity provides a greater handling of life situations, providing the tools to distinguish truth from what is false without having to go through doubt and reasoning. Certainty and realization provides a means of communication with oneself and with the surrounding environment on a regular basis in any situation.

The development of these skills is directly related to the connection with the heart center or the heart chakra which helps us to find meaning, ability, joy and stability. It helps to bring harmony and peace. For this reason, if one intends to use these skills in a negative sense, then these abilities will just simply disappear. (2007: pc)

4. Comparative table of different pedagogical tools for the Third Millennium

Techniques	Cognitive	Emotional	IPP: integral, proactive and productive	Bio-intelligent	Bio-morphic	Bio-reconnectors
Definition	Mental and intellectual techniques. They are the Eureka, insights. The sacred spark of understanding.	These are techniques that address emotional, affective and self-esteem aspects. They are related to emotional intelligence.	They are techniques and activities that promote practice and being a leading role in education and society (from a young age). One learns by doing and getting involved.	These techniques are designed for the student to experience them. One <i>lives</i> them. These are both healing and educational techniques. They work for themselves at the different levels of development needed by the student. Often they attend all the levels of development at once.	They are also psychic techniques. They Expand and refine intuition. They work with the right hemisphere and the Energy or Intuitive Intelligence.	These are techniques that help us reconnect with other dimensions and to move to higher levels of consciousness. They work with the pineal gland.
Stages	Stage I	Stage I	Stage I	Stage I	Stage II	Stage I, II and III depending on the circumstances
Level	Cognitive	Emotional	Physical, Social	Integral: physical, emotional, cognitive, intuitive, esthetic-creative, ethical, ecological, social, multicultural and spiritual	Psychic intuitive	Multidimensional
Responsibility as an educator	For all educators with mental agility and intellectual sparkle.	For educators with emotional and caring sensitivity. With self-understanding of themselves.	To be present, here and now. With a bit of creativity any educator can easily apply them.	Every educator can use them. These techniques work by themselves, even if they are not used properly (that is why they are called bio-intelligent). They are effective and easy to implement.	For trained educators.	For well-trained educators. They work through resonance.
The information they bring	Mainly mental information.	These tools involve emotional healing and self-knowledge and psycho-emotional information.	The information is practical and social. They carry the notion of responsible social-education.	The information is sensed and integrated, that is they are perceived at all student's levels. They have cell-type information. All bio-intelligent exercises are intensely healing.	The information comes from bio-morphic fields and other levels.	The information comes from bio-morphic fields and other levels.
Some examples of the techniques	Philosophy Paleontology (Dinosaurs, fossils) Astronomy Astrology Quantum physics Quantum	Exercises to strengthen self-esteem. Hug therapy. Laughter Therapy. Stories, metaphors	Each subject is comprehensive and naturally leads to practice. The student feels useful. What is needed at the present and for the future.	Mandalas. Art. Music. Anchoring techniques. Rhythms. Percussion. Being in connection with the earth and Nature. Exercises with the elements. Brain Gym. Relaxation. Exercises with water, soil, clay, sand, stones. Ceramics.	Shichida method, ASIRI method. Reading with your hand or other parts of the body. Bio-mystical gardens. Water healing techniques (Masaru Emoto Method)	Sacred Geometry Archetypes. Arithmetic sacred Techniques for a higher octave. Sacred sound, sacred shapes, sacred colors, ancestral codes

	mathematics Etc ...	work. Theatre. The emotional circle. Breathing. Emotion games (ASIRI method). Messages. Self-massages. Hydrotherapy. Gibberish. Autobiography. Etc ...		Knead. Origami. Harmonization exercises. Gemo-teaching. Bio orchards. Pets. Contact with animals, dolphins, whales. Ancestral codes, Mayan calendar. Martial arts. Yoga. Mudras. Capoeira. Archery. Bio dance. Body expression. Katrugen. Anti-Stress techniques. Attaining negative ions. Bio-stories. Zoo-therapy. Messages. Crystals. Aromas. GCV: Guided Creative Visualization. Cooking. Weaving. Dream-Catchers. Etc ...	Transformation of things with the mind. Power animal. Some Extra-sensory perception ceremonies. Telepathy. Clairvoyance. Flash memory. Flash data processing. Flash arithmetic. Dot card. Mega knowledge. Xenoglossy. Etc ...	Silent education. Authentic Movement. Alignment and conscious breathing. Meditation ceremonies. Crystal Connection CDC: Creative Display Connectors Crop Circles Etc ...
Transversal Techniques	Sacred Geometry and Sacred Numbers, Sacred Architecture for schools, active energy dynamics, Magic with values. Astrology and Pedagogy initiation. Ancestral pedagogy. Millennia Pedagogy.					

Note 1: All of these techniques respect life and the common good; that is why they begin with bio (Bio: life). Sometimes a technique can fit in various columns, or transversely (depending on how they are handled, according to the level of expertise of the educator and the level of receptivity of the participants).

Note 2: IPP and bio-intelligent tools involve the students; they are active and they self-adjust themselves. They need to be massively and systematically implemented in the education system in this time of the beginning of the Third Millennium.

When? This paragraph is for those who are getting frustrated with the slowness of the changes!

Many times during the lectures and interactive workshops we meet many people who wish to see changes “now” and they feel frustrated with the slowness of the administrative processes in their country, the conflicts they have with other teachers or within their own family. Or they hear comments like: “You pamper your child too much! Back in my days it was not like that, blah, blah, blah ...”. This is normal. Nobody said it was easy being a bridge. We have one foot here and one foot there and it is our duty to fulfill our mission, patiently, by always preserving peace and serenity. Smiling will always win shouting. Let’s keep trusting our intuition. Our intuition lets us know what to do and what not to do.

A couple of thoughts for all impatient loving bridges (myself included, obviously).

First of all, it is also good to feel desperate because it indicates an increase in our awareness and our level of sensitivity and understanding. It’s great! We are not passive and submissive, that’s great.

Second, to be able to move forward it is essential for us to be in peace with our own education, our parents and our roots.

Third, after realizing which changes are needed we should simply act coherently in this direction, step by step. Major changes can be achieved *by taking constant ants steps and by dreaming big*. With perseverance. Thousands of steps, millions of people. From the bottom. In every school, every family, every heart. In fact, this is what is happening now.

Fourth, we must understand that these changes will occur in stages and we are not going to reach 2050 (say a number) suddenly. That is, we must assume the transition with maturity and by using *transition* tools. We should not get anxious, we should stay calm and joyful.

Several stages

Probably in 50 years’ time (and maybe even before) the concept of school education will change dramatically. Even the word education is going to be obsolete, and the concept of school with classrooms, teachers, desks and blackboards will be completely out of context. Part of this book should be put into practice now, other parts may be for a little later, but it is positive for us adults to prepare ourselves now and to have a clear and bold vision.

That is why I like to think in stages, and know that as more children are born, faster the acceleration of the changes will take place. It is also satisfying to see the changes which are happening now, how the attitude of some parents, grandparents, teachers, therapists is opening. You yourself, by reading this, are a pioneer. It is if a wave of global desire for change was moving humanity. Every time a baby is born, we are closer to a shift in consciousness. I love to see how in every country, every city, in every country in the world there are new initiatives, new approaches, new teaching techniques that come more from the heart ... And when there are none, the children make their own “shouting” revolutions, creating more disruption, getting themselves expelled from school, asking for more love and peace, asking for something different, refusing an obsolete system that does not satisfy them and which is also useless, to not stay counterproductive, in many of its aspects, both individually and collectively.

We propose the following stages:

Stage I

It can begin immediately and it is not technically difficult to implement if school teachers and principals have an open attitude, as well as the Ministries of Education (although it is not necessary as the changes will occur from the bottom. However, it would help, wouldn’t it?). This phase could definitely be supported by the media, helping the mass dissemination of all new ideas and information. It proposes:

- Information, support and training for parents and teachers.
- The implementation of the Culture of Peace in all schools and universal respect towards humans and nature.
- To systematically develop Emotional Intelligence and Multiple Intelligences in the school context.
- To get the children outdoors, to give them an education where they can express themselves with movement and freedom
- An education based on projects, self- investigation, exchanges, professional experiences, workshops and field trips.
- A fun education: games, games, games.
- To assure the well-being of parents and teachers.
- Art, music and songs (specially free exercises, improvisations) every day.
- Sport and all kinds of dances. To practice Martial Arts twice a week.
- Regular contact with nature (bio-gardens, farm, sprouts ...).

It is not very expensive and it is technically easy to implement. This stage can use all the bio-intelligence and Emotional Intelligence tools, since they work by themselves and they require minimal preparation and little material. In fact, many schools are already implementing this stage their own way and we must congratulate them for it. Some other ideas for the transition:

- The parents (who are clients of the school of their children) can require and help the school to specifically implement the list above. Request to stay within the school to help and offer our gifts.
- If not and if we are always complaining about the school, why not create our own school? Most alternative schools were born this way.
- Also we can put into practice all of our great ideas at home and in our neighborhood.
- In the extreme case that the child cannot go to school (because they may be extremely sensitive, for example), we can implement a distant education (to comply with the Law which states that every child has to be enrolled) and to apply at home the materials that we like and we think are most useful with the help of other parents, friends and also with the help of Personal Development Centers which are flourishing everywhere now.
- Also look into the weekend *school*, where children and parents can live “The education they dream of.”

Stage II

- To apply bio-intelligent tools in all the schools.
- To progressively implement Bio-morphic techniques which require a specialized training for the teacher.
- To organize moments of silence, meditation, relaxation.

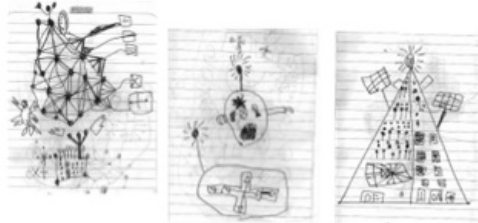
- To introduce some spiritual and sacred spaces.
- The school-factory *monsters* which have thousands of students will progressively become small home-schools. The classes will have very few students with a family and brotherhood environment.
- The concept of community life will begin. The new paradigm of coexistence will begin to be accepted.
- The use of *high tec*, yet organic and natural.
- Non-competitive sports.

Stage III

- It generalizes the above: cognitive-ludic, bio-intelligent and bio-morphic level.
- To get familiar with the reconnecting tools.
- To broaden the concept of a culture and education for the Being.
- When a social integral multi-education emerges.

Now, *for me*, if I desire it, the three stages can happen... right now!

Drawings of a 6 year old boy of his vision of a *space* school. The boy said that the drawings are respectively about:



1. A galactic intercom which works as a communication tool between galaxies, a calculator and a creator of fun games..
2. A pleyadian intercom and a game.
3. An inter-galactic traveler, a communication and a language learning device.

INTERACTIVE EXERCISE

No. 43: Creative Visualization: the education of tomorrow

Relax. Breathe deeply three times. Relax your hands holding the book, relax your neck, shoulders and back. Focus on your breathing. Feel very relaxed. Close your eyes and mentally transport yourself to the years 2010, 2012, 2015, 2020 to 2050. Imagine learning-knowledge centre in 2050. You can hear the laughter of children. Let your imagination flow. There are no limits. Stay there for a while. Visualize it and enjoy it. Come back to the current year. Breath deep and open your eyes. Draw and describe what you could see.

No. 44: Creativity exercise for kids

Ask children to draw what a spaceship in school would look like. Before let them do some physical exercise, let them move their body to wire down and do a bit of Brain Gym and a little relaxation with visualization.

1. See more at http://www.shichidamethod.com/about_founder.html ↵
2. Photo from the files of Pedagogy 3000. Also check out: <http://osaka.spicon.org/seminar.htm>, <http://www.cooth.co.jp/shichida/> and <http://www.voila.co.jp/culture-top/shichida.jpg> ↵
3. Photo from web <http://osaka.spicon.org/seminar.htm>, <http://www.cooth.co.jp/shichida/> ↵
4. E-mail: infoindigoasiri@gmail.com, web: www.indigouniversal.org ↵
5. For schools with less economic resources, start by building a "tent" with a dodecahedron shape inside a classroom for children to meet and/or meditate inside. ↵
6. The shadow of the stroke of the DNA of a coiled dodecahedron. The cube has three turns in space, the dodecahedron is the fourth rotation of the cube, the coiled DNA dodecahedron is the fifth rotation (dimension), the strand of DNA is the sixth, the braid of the braid is the seventh (the long wave of emotion). <http://psicogeometria.com/adn.htm> ↵
7. E-mail: arcadia@arcadia.cat ↵

CHAPTER 11

Ancestral traditions as pedagogical tools

Gonawindua is where intelligence, wisdom, strength and the physical and material sense, as well as our sense of responsibility, is kept and encoded

Mamos from the Sierra Nevada, Colombia^[1]

Although the following examples and testimonies presented below are from Latin America, the ideas are used and honoured by all the original peoples of the planet. Multicultural wealth, one way or another, is a reality for all countries in the world.

1. The example of Warisata *Ayllu* School 1931-1940, Bolivia

Warisata *Ayllu* School took place between 1931 and 1940, led by two great teachers, the *amawta*^[2], Don Avelino Siñani and professor Elizardo Perez. In addition to its tremendous social and political impact, Warisata was a unique pedagogical model for its time, and even for our time. Today, pedagogues recognize and praise the teaching tools used during this period.

Warisata was a unique and *sui generis* model, known and admired throughout Latin America. It was a real educational and social revolution, which empowered the original indigenous peoples, who posed a social and political threat to the Bolivian government at the time, who ended up closing the school and abusing their teachers. It was completely dismantled by 1941.



The *Amawta* Siñani Avelino, approximately at the age of 60, according to the drawing from the Peruvian artist Manuel Sources Lira, 1940. Photos Carlos Salazar (1991:5)

The bases of the Warisata School consisted of:

- An *Ayllu* school, this is, based on Andean principles of the multi-sectioned and multi-faceted social and political community organization, based on the Andean Cosmo-vision and traditional values.
- A *productive* school, integrated into society and which generated its own resources.
- A *unique* school, which gave coherence and continuity to the school system during its different phases, from kindergarten to secondary school and university.
- An *active* school, working in the classroom, workshops and the fields, in response to the demands of the farmers' viability and practicality. Carlos Salazar Mostajo explained: "Education was not provided as a complex theory, within an insulated enclosure and separated from the environment; the child was brought up within the daily experience of the struggle for life." (Interview June 10, 2003).
- A school with a flexible community organization, led by the *Amawt'a* Parliament, self-governing body where the organizational decisions were made by about sixty or eighty representatives and the *amawtas* from various Warisata communities.



Pupils and parents. The active participation of parents and the community was a key point for Warisata. The *ayllu* school belonged to everyone. Photos from Carlos Salazar (1991:33)

Warisata gave special emphasis on good nutrition and hygiene. Warisata was able to sustain its own resources for more than 200 inmates with plenty of food: cereals, grains, potatoes, vegetables, fish and livestock and animal breeding.

The pedagogical organization of the children's section, among other things, gave plots of land to the children for them to take care of, as well as breeding animals and fish.

They used games as a teaching tool. Children were playing and shaping their personality without pressure.



Carnival Party, with the great sculptor Marina Núñez dancing with everyone. Alcohol was forbidden at the Warisata parties. Photos from Carlos Salazar (1991:43)

The teachers registered a psychological biography of the children and observed trends and vocation. They were taught the fauna and flora knowledge of the region. They practiced and taught both languages Aymara and Spanish. The children collected coloured stones for the pavements. As we have seen before,

they exercised their five senses: sight, hearing, fine motor skills, taste and smell. Music and art were essential pillars. One learned to see, to contemplate, to listen, to associate, to create, to invent and evaluate initiative, effort and solidarity.



Fabric belt in the Caiza ‘D’ community. Photos from Carlos Salazar (1991:58)

In the prevocational section, the same students built their tools, toys and furniture. It should also be mentioned that the same community, along with teachers and students, made the bricks for the construction of the Warisata buildings.

Warisata had several workshops related with construction, textile, pottery, tailoring, mechanics, among others. It was supported by a teacher training section and more than a dozen warisateña education cores were built, by using the principles and ideals of the Warisata Ayllu School throughout Bolivia.

Cultural and pedagogical strategies currently in place

The educator Karin Boller, director of the Kurmi Wasi School in Bolivia, says that many of the learning strategies contained in the pedagogical conception of Warisata remain valid and easily applicable today, such as:

- Teaching through projects according to the needs and interests of the children and youth.
- The use of games, inherent human activity that required intelligence, effort and autonomy. Any recreational activity is synonymous of freedom, expansion and joy. It increases creativity and self-confidence and recreates the activities of the community.
- Research, which allows students to develop their investigating spirit, providing opportunities for independent learning.
- The system used, which consists in the theoretical construction of an experience or a social-cultural fact. This promotes reflection, judgment and understanding.
- Ecological activities that allow students to participate and engage in specific, active, and collective responsible social and environmental life.
- The workshops, which promote new skills, abilities and values, while generating economic resources.
- The *open classroom* concept, which refers to any work done outside the classroom. It allows contextualized, interconnected and meaningful learning.
- The self-government model, a practice which develops critical attitudes and mutual respect, as well as involving all the sectors of the school and community. (Boller, 2004:139)

INTERACTIVE EXERCISE:

No. 45: Ancestral Education

1. Investigate on different types of school in the world. Explore models from Asian, African, Polynesian, Russian, European. Find out about the education systems from various indigenous peoples (Amazon, Andes, North America, Central, New Zealand Maori ...).
2. Also explore educational models of the past (Greek, Egyptian, Indian ...).
3. Ask students to research on the same topic. Seek for the best way to translate the research into a particular final project. Why not create a book, a radio, a photo gallery or a web page based on your findings?
4. How about if you share your findings (write to npaymal@pedagoogia3000.info) for future publications?

2. To learn walking

Cristina B., Bolivia, 2007, explains that her first experience in the Andean initiatory path impressed her for life. It was an unforgettable experience.

Our first class consisted in ... climbing a mountain! During that day I did things that I had never done in my life, I live in the city, I do not go often to the countryside, I am not a spiritual or intuitive person. But that day I instantly understood certain *life lessons*, which probably would never have happened if I had read a book or heard a lecture because I had to live it to understand it. So I think that true education is *experiential*, education is what brings changes within the students themselves, and then it manifests outwards. It seems to me that the wise ones and true educators have always known this, no matter where or when.

Well. The day started a little cloudy but we, a group of eighteen people, all set for a walk. There were people of all ages and social classes. Also there were children and their dogs. No one was excluded, I liked that. The beginning of the path was uphill, therefore it was necessary to leave behind all unnecessary weight, and I realized that it was not only about physical weight but also intangible weight such as emotional burdens of the past, family problems, traumas, blocks, beliefs. “This is getting interesting,” I thought to myself. We carry so many excesses of physical and mental baggage on our shoulders!

We did a little ritual to *release* the past, which I admit I really needed to do. It was also useful for me as a city girl, who rarely goes to the countryside, to learn the importance of preparation, from the most minor details like having good shoes (no high-heels, lol), a hat, a warm jacket, water. Also the emotional and mental preparation is important, how to overcome fears, prejudices, to be determined to advance in the path of life, be more determined and dedicated in my purpose.

The next stretch of the path was quite a challenge for me. It was very narrow with a precipice on the right ... and a precipice on the left. And I am scared of heights! I was about to turn back. I grumbled to myself “This is unbelievable, how could the Amawta-guide be so irresponsible! I’m going to kill myself! “. The road was so narrow that not even two people could walk together. The guide, as if reading my thoughts, smiled kindly and said: “This part is the Path of Life. The only way to get through it is by creating a chain between us.” So, all eighteen of us, including me, held hands and moved forward without letting go, taking small steps together, with great concentration. For the first time in my life I was walking in a chain. I am a “strong” person; I do not hold hands with anyone in town! I realized that walking together in a chain united us. “We have been brothers and sister for centuries,” I heard my partner murmur in front of me. He was right! And all of us overcame our fears, no one was left behind. Before starting this path, we asked the *Pachamama* for permission. We were safe.

After this initiation to overcome our fears, I think we reached another level. My perception was very acute, a lot more than usual. Everything became a lesson. The path became more regular although it still had a good slope. I was sweating. I learned about the land and its guardians. Also about the medicinal plants we found along the path. That day I learned for the first time to ask the Earth for permission, to respect the places, plants, to breathe, to thank, to connect with the spirit of the sacred mountains, to chant Andean mantras, to sing to the Earth (I was very excited to do this, to give my love to Mother Earth, I had never thought that the Pachamama also needed my love), to really embrace my brothers and sisters, to share food, water, to give a smile. When we reached the top we had a very beautiful ceremony and the spiritual guide cleaned us energetically. Eagles appeared behind the big rocks that surrounded us. “They have come to watch us and to give us strength,” the guide said. We were very excited. I learned to have a power totem. I connected with its strength.

I will never learn this at any conventional university. I was truly living the School of Life, and it's another story! With other paradigms, due to its initiations, its experiences, and its way of transmitting knowledge and wisdom. That day I began my awakening and to heal physically, emotionally, mentally and spiritually. I cannot forget it, it is as if it had entered into my body, it had recorded itself at a cellular level. I'm not sure how to explain it.

Ahhhh, and I forgot to tell you all that every time I looked at the stones of the path they were always shaped as a heart! I could not believe it! Did it mean I had to learn how to open my heart? What are the messages of the Universe when one opens themselves? It was too much for my Cartesian logic (2007: pc).

As we leave Christina with her eagles and heart-shaped stones, we can analyse how pedagogical this teaching was. At a bio-integral level, we can observe that all the levels of human development were attended:

- The *physical* aspect, with the hard physical work, permanent activation of the five senses, contact with the earth, wind, sun ...
- The *emotional* aspect, the need to detach oneself from the past, to overcome fears, to accept fraternal love ...
- The *eco-ethical-social* aspect, being with nature, the importance of partnership (remember, no one is left behind, we all move together). At the ecological level, we must not leave a piece of garbage on the path. We left the place cleaner. The kids watched and did the same without us having to say anything. We also learned not to rip out any plant from its place.
- The *multicultural* aspect was widely attended and most important it was experienced. Depending on each case we strengthened our own culture or learned from others in a respectful coexistence.
- The *creative-aesthetic* aspect was present all the time, when enjoying the beauty of a ceremony, the majesty of the landscape and the creativity to generate pure light from the heart (we also made a small distance healing).
- The *cognitive* aspect, we learned about medicinal plants, topography, the local language vocabulary.
- The *psychic-intuitive* aspect was reinforced by learning to connect with the forces of nature, the *achachillas* (mountain spirits), when meeting our animal totem.
- The *spiritual aspect*, to learn the sacredness of life and to connect with our inner selves.

Also, if you look closely, this journey attempted to use all of the multiple intelligences:

- *Linguistic intelligence*, through oral exchange of knowledge, we acquired new Spanish, Aymara and Quechua vocabulary.
- *Logical-mathematical intelligence*, through the measurement of time, using the four directions, the path of the sun, topography, for example.
- *Visual-spatial intelligence* through the use of sacred geometric shapes and the ceremonial aesthetics among others.
- *Body-kinaesthetic intelligence*, for the walk (which was hard) and the fact that the dynamics of the ceremonies essentially required body functions (posture, movement, breathing, making a circle, the activation of the five senses, especially the smelling sense).
- *Inter-personal intelligence*, relating with the group.
- *Intra-personal intelligence*, for the required inner introspection.
- *Ecological* (or natural) intelligence, living within the mountains, plants, animals, stones, elements and the elementals.
- *Transcendent and energetic intelligence*, by living the spiritual experience and capturing the morphogenic fields of the elements, among other things.

Christina's story confirms that the original learning is experiential and initiatory. It harmonizes the cerebral hemispheres, activates the pineal and pituitary gland and, most important, it brings out one's love, to love oneself, others, Mother Nature and the Great Spirit. So, as the Mamos or the spiritual leaders of the Sierra Nevada, Colombia say: "The Indigenous University has never been, is, or will be confined within walls."

The Indigenous University has never been, is, or will be confined within walls.

3. Mapuche experiential tools

Interview with Miguel Wenul, Mapuche brother.

Miguel, who are you?

- I am Mapuche, Mapuche Inche Tati. Here is where I'm from. My grandfather said: "I am Mapuche, it has to do with our spirituality, it has to do with our body, it has to do with how we are. We are one All". That is very different from the "I am" of the ego. Mapuche means "people of the Earth" (Mapu: Earth. Che: people). When we speak of the Earth, we discuss the connection with everything, the direct contact with all that we have around our planet. The ancient ones say "Stones speak, yes they speak. Water sings, yes it sings. The mountain is our natural temple, so Mother Earth, *Ñuke Mapu*, embraces us, yes it does. She has the heart of Ayun, Ayun, which is love. It invites us to give love to our spouse, our children, love to the ancient trees, love for our brothers and sisters. This is part of our Cosmo-vision.

What is your experience with Mapuche and non Mapuche children at an integral education level?

- We have had many experiences with little children. In my land, at the sea, in the classroom. The idea is to produce *Re-Enchantment for children* being Mapuche or not. Now in Chile there is a proposal from the Ministry of Education, the BIE, the Bilingual Intercultural Education, but it is a very slow process, first because the old ones that know the language are not allowed to teach (because they are not qualified) and secondly because they do not attend the metropolitan areas where most Mapuche children and young ones live today.

Our proposal is to work in a traditional and recreational way with the children. We sit in a circle. We look at others into their eyes and feel that we are all equal. The children play *kultrung*, *wada* the drum and rattle. We participate in a ceremony to plant a sacred cinnamon tree, Foye, allowing us to re-engage our relationship with the Earth, to feel and see how a tree grows. We did all that for over 12 years at schools. We also took the children to our traditional schools in the Mapuche lands. This works very well.

Can you tell us a specific experience?

- The last project we did with children was in the land of **Ma** Peñalolen commune, located west of Santiago, on the ridge. We worked in an area surrounded by nature. Although there are no native trees, but just introduced ones, we have a great ecological diversity. Even many birds come, such as the *treguel*, the *choike*, the *jurikahue* (parrot), the *wala*, as well as partridges, doves and pigeons. This place has been created for the arrival of the winged brothers. That allows us to keep a strong connection with the land and to project ourselves, as I understand it from the shamanic point of view. We can project ourselves into the underworld, here and above; as the ancients say, the three heavens:

- In the heaven below, the *Minche Mapu*, is where the wisdom of the Mapuche magic, knowledge, our preparation is kept. It is in the underworld, where the trees are nurtured. It is food, is the body part.
- The *Ayun Mapu* is the love we have for the Earth. It is the middle world or heaven.
- The heaven above, the *Mapu wamu* is the invisible, home of dreams, visions, prophecies, the unknown. Where shamans travel. The place where one can find answers to heal and invite others through rituals to also make these trips.

Therefore, this place is where experiences are specified. We also work with the cycles of the seasons, so important for the children from the city to be able

reconnect with the natural cycles. Also we work with the cycles of water, as in the countryside we are blessed to receive pure water that comes directly from the mountain. We speak with the spirits of the elements. Water, *Nengko*, fire, *Nengkitral*, stones, *Nengkurra*. Each thing is here, each symbol has a name, an importance. So the child vibrates with this. If we talk about non-formal, we talk about an education which transmits all the essence of nature to men.

Do the children enjoy it?

- The children love it. They also love the teachers and the people who are participating. Currently we are developing ceremonies and rituals of re-enchantment with the Earth. We have a strong connection to this place. Also youth and adults come.

Certainly my experience working with nature, with children, offers me another view, another field. Obviously we must continue with the programs of the Ministry of Education but on the other hand, we must not neglect the need for the children to be in contact with Earth, for them to touch the Earth. Also to teach them the importance of keeping areas clean. "Caring for the Earth" means to love it and to keep it clean. That way we can help people and the Earth at the same time.

Why do you use the drum and other techniques that are not used within conventional education?

- The drum or Kultrun is a sacred instrument. It allows us to transmit and share a culture. The drum is undoubtedly a very ancient instrument. It is a very important traditional tool in many places, for example, in North America, Mexico, etc.. We, the Mapuches, are deeply connected with the drum. Through sound, rhythm, percussion, a magical changes occurs which sends the person to other spaces. It induces the "flight instruction." It makes ordinary states go to non-ordinary states. It is very powerful.

Miguel, what other ancient techniques do you use?

- Dancing, singing, co-existence, planting seeds, among others.

Dancing. It is very important for the internal connection it provides for the children. For example we have the dance of the birds. Depending on the area, it mimics a specific bird, with its features: how it walks, how it flies, how it acts ... The child has to develop his observation skills to be able to mimic it through dancing.

Furthermore, the child senses a deep energy connection with the bird. The child becomes a bird. That is, one way or another, the contact is produced instinctively.



On the left there are two Mapuche kultrun; on the right, you can see the drum of the native peoples of the North.

Singing. The song or *UL Kantun* is essential for children, because it recreates their spirit and inspiration to energize them. Poetry together with the singing of birds is communication. These are messages that are given to humanity, as my friend Lorenzo Aillapan, *Unum Che*, birdman, says. Why should we sing in the trees, for example? Because it is a way to sing to the Earth, to be grateful and to thank it; to express how much we appreciate and love it. All trees are healers, from their roots to their leaves. Singing is also the flight of the shaman, it is healing, it is knowledge and the ancient way to connect to *Wamu Mapu*, the sky above which is the cosmic space.

Co-existing as a teaching tool. It is the basis of education, either with children or adults. We speak about *lof*, which is the community, neighbours come together to coexist. When we have Mapuche meetings, festivities (such as the *We Tripantu*, the winter solstice, June 21, the new cycle) we cook together, knead bread. Together, men, women, children, each of us does a job, without judging who does more or less, helping each other. It consists in giving love. It is an ancient conception, cosmology, where the great ancient woman, *Om Kuze*, and the great ancient man, *Om Fucha*, represent the important man / woman concept.

Planting. The fact of planting a seed in the earth is very beautiful. Children marvel when they plant and take care of the plant after they see it flourish and bear fruit. For example, with the pumpkin, the results are wonderful. Children learn to plant the seed, water it, love it, sing to it. And the plant responds by giving flowers and fruits. These are very beautiful experiences we have with the children. Another activity is to plant the sacred cinnamon, or *foye*, which is the Mapuche symbol.



Michael with the cinnamon tree or *Foye*. This tree has many medicinal functions. At a spiritual level, it is an energy catalyst.

Spirituality, how do you teach it?

- It is not taught. It is transmitted the ancient way within the family, by descent, in the form of oral transmission and initiation. When we find a child with shamanic gifts we give them an education according to our customs. The child continues his/her normal education and at the same time does his/her shamanic training. We must also begin to teach and spread to other non Mapuche brothers and sisters within the mestizo society in Chile and throughout the world, if not we are going to end up being a closed community, and we will see our knowledge fade away. So we are opening a Study Centre with "our own style" for children and youth, so they can value our ancestral knowledge.

Which is the pedagogical tool of the native peoples which is most appealing to you, and what else can be useful while entering into the third millennium to change the consciousness?

- *The Earth.* Working with the Earth, re-connecting with the Earth. It makes sense now to re-connect with the Earth, re-enchant the Earth. Being connected with the Earth will allow the transition to the Golden Age, *Pewman Milla*, prophesized by our *machis* (machis: wise woman).

4. Intra-intercultural community education

Interview with Alfonso Choque Ticona, Andean Aymara, held in the Sun Island, Lake Titicaca, Bolivia, December 24, 2007.

Alfonso, how do you see the children of today?

- They are more awake. My younger son, for example, has learned to read and write about two years before his older brothers. There are also young clairvoyants within the communities.

What about the school in your community?

- They do not learn about their culture. They do not teach anything about the cosmic telluric forces that make them stronger, both physically and mentally.

What is the traditional education?

- For us, education begins at home, leading by example. Nobody really teaches them. The child just observes. They also learn from nature, for example, when they take a flock of sheep to pasture. They pay attention to every animal, they begin to understand their behaviour. They also learn the movement and cycles of the sun. Education should be given in their native language. Everything is in the language. Also, the mystical, mysterious forces, powers, visions, rituals, spiritual ceremonies. How to harmonize oneself, harmonize the environment.



Joseph, 7 years with his flock of sheep. Isla del Sol, 2008. Jose has a great nature, intrapersonal and energetic intelligence.

How should our relationship be with nature?

- By having respect towards the elements, rain, wind, the lake. You have to love nature, nurture it, and give it love. Interrelate with it. You have to love nature because she loves us.

What about values and ethics?

- To be respectful also. To have family values. We must show courage and firmness. To respect our family and nature. Protecting our identity is our cultural dignity. Values should be based on everyday life.

What is your vision for the future?

- We are all brothers on this planet Earth. We should not have divisions, countries, boundaries ... We should live like brothers and sisters, without discrimination. We are the *younger brothers and sisters*. I see a more ethical culture, more responsible and caring for nature. Our prophecies coincide with the Mayas. We expect a fifth era or fifth dimension to come. It will be an integral life, together, tuned to a new civilization.

Any final message?

To co-exist together, all of humanity. To respect nature, respect each other and respect Mother Earth.

5. Andean tradition: Amawtico knowledge and universal education

Interview with Fernando Ergueta, Amawta, messenger of the Andean Philosophical Amawta School (Tiwanaku, Bolivia).

Fernando, could you define Amawta knowledge?

The Amawta knowledge is an ancient reference of the Andean culture, a benchmark of the cultures' production, indigenous organizations and of life itself. Amawta is the balance that nature keeps within all its expressions; we are talking about the *chacha-warmi* balance.

What does chacha-warmi mean?

Male (chacha) and female (warmi) energy.

Similar to the ying-yang?

Yes it is, it is also a dual expression. It is the balance between the masculine and feminine, and also the balance between the left and right hemispheres of the brain. The *chacha-warmi* energy is the way to live in complete harmony with the cosmic and telluric energies. In fact this is the basis of the Amawta spirit.



Pacha-mama

female Monolith, archaeological museum of Tiwanaku

Who is the Amawta in the Andean culture?

The Amawta is really a philosopher who has the ability to view knowledge as a whole. The Amawta in the Andean civilization was a man of law, he was a member of the council of elders and could exercise many roles depending on the needs of the society. He could also be a *yatiri*, that is, he could have healing knowledge. In any case he had to be perfectly balanced, he had to be wise.

Could the Amawta proposal be implemented in a social system, balancing all the aspects of the being?

Amawta currently advocates for humans to return to the internal balance of their being, to their inner strength, which should be in perfect balance with the laws of nature, rooted in the energy of Mother Earth and connected with the cosmic energy. If a person is balanced and grounded, he/she will be able to achieve happiness, but at the moment humanity is asleep in this sense, it is suffering an inner emptiness, that is why there is a lack of values. The Amawta propose

returning to the ability to recognize that there are two realities, proposing Unity for the social systems to care and protect the internal-energy balance of both people and nature.

How can we apply these skills to Education?

The goal is to offer the Amawta proposal to the societies, helping the new generations to recognize these paradigms and to reconnect with Mother Earth, to respect the processes of nature, to respect animals, plants ... as equal, and to respect each other. And above all to promote a new social communitarianism which recognizes the laws of nature such as the *Ayni* (balance of trade, to give and receive, mutual work) and *Minka* (Community and caring services), as an essential part in the human life.

So you offer an individual proposal in which each person is reconnected and balanced and another social proposal which recognizes these universal laws?

Exactly, we have a double proposal, inner and social, to build a harmonious life within a new society, which is nothing new for us.

How can you become an Amawta?

It is a being who is constantly learning, it is a way of life. The Amawta is obliged to drink as much divine and scientific knowledge as possible. Today it is necessary to be prepared at all levels, from the spiritual level to the university level, in order to understand the philosophical process of all cultures, like the Celts, the Cathars ...

Could you give us some practical advice for the parents and their children?

The first thing I would recommend is for them to never compromise their creative ability, for example, by giving the children too many material toys it makes them lose their capacity for imagination and intuition. First we have to enhance their creative abilities. I would also like to mention that many children have invisible friends when they are young, do not doubt about them, encourage that potential so that their right brain can recognize that reality. Another thing I find important is to nurture the sense of divinity.

How?

By practicing their gratitude to Mother Earth, Life, and to also teach them that there is a hierarchy of love which should be respected.

What do you mean by Hierarchy of Love?

The Andean peoples believe that there is a triangle that is formed at the highest point by the Creator, underneath we find the *pacajiques* (winged men or angels) and us, human beings, are at the base. We need to respect this order, to thank the Creator first thing when we wake up in the morning, then to thank Mother Earth and finally to thank your son / daughter, husband / wife, brother / sister ... We have to teach the children of today, who are full of strength, wisdom and love, and with certain innate abilities, to develop and implement these abilities in their day to day life, abilities like cleaning their food, water and emotions.

How can they do this?

It is simple, to place their healing hands on the food, for example, and by thanking Mother Earth for everything they eat. We can teach children in a practical way that Nature works as a whole so that the food can be on our table for us to enjoy it, and that is why we have to thank each and every one of the elements which made this possible.

For example, we could play a game: let the children form a circle and make each one represent an action of Nature: the seed, rain, bird, wind, water ... and represent what happens to this little seed until it becomes our food.

This is very interesting, because children love to play.

Yes indeed, children and all of humanity, because no matter how old you are, within each of us there is still a child who must be taught how to play. To return to a state of innocence, in order to connect with the universal energies, we must relearn how to play, to play serious things, things to heal, things that make us grow, that makes us become authentic, to make us become Amawta, wise ones.



Tiwanako strength symbol, Bolivia

INTERACTIVE EXERCISE

No. 46: Nature, education and ancestral knowledge

1. How can one enhance their relationship with nature if they live in the city? Make a list of ideas and how to do it.
2. How to read the time and the seasons by observing the sun? What about observing the stars?
3. How can we practice an holistic activity with the children by using the four directions? A celebration of the five elements? A celebration for the Pachamama (mother earth)? Investigate.
4. In your culture, write down some ideas to practice exercises and celebrations to reinforce love for nature. You can also invent some environmental and intuitive exercises, get the children involved, they have great ideas!

6. Native pedagogical example from Mexico, *Dānguu Mfūd*

Here, we present an original pedagogical example from the International Indigenous University of the Otomi Nation^[3], Mexico Autonomous Institute of Ancient Wisdom for the Peace and Dignity of the First Nations, Mother Earth and the Development of Humanity. Text provided by the Master Thaayrohyadi, with the approval of the Council of Wise Elders and Keepers of the Otomi Olmec Toltec Teotihuacan Tradition. To help the project of the International Indigenous University, you can volunteer by assisting with the promotion, dissemination and development of different areas of the projects and programs of the indigenous

university from your school, community, organization, family or at a personal level. Also as a benefactor, by providing donations to support the Wise Elders and Teacher-Guides and by contributing with the maintenance and growth of the University.



Children and youth at the ancient tradition Otomi Olmec Toltec Teotihuacan during the 8,000 drums Ceremony in the Guardians Ceremonial Centre, Mexico.

Unity in diversity

It is called *Dānguu Mfādi* or Indigenous University. The Great House of the Eagle and Condor Ancestral Wisdom. The International Indigenous University of the Otomi people in Mexico is a project that came in response to the ideals of the indigenous peoples' Wise Elders who dreamed of having their own Great House of Knowledge in order to recover the wisdom of their ancestral origins and to contribute with the harmonization of humanity with nature. The University aims to be a space where men and women of all races around the earth can learn to live in Unity with their own heart, with nature, with other human beings and all the elements that make up this wonderful universe.

To return to Ancestral Wisdom and to include the contributions of modern Western science is a real option for achieving the so longed universal unity. In doing so, it would achieve a multi-and intercultural relationship that truly represents the unity in diversity that would aim to heal, educate and recreate the human being, providing it a better quality of life.

Our reason for being and existing

The *Dānguu Mfādi*, the Indigenous University, is a proposal of the Dabadi, Wise Elders, Guardians of Tradition and custodians of the sacred teachings of the Indigenous Peoples and Nations that aspire to have a Great House of Science and Ancient Wisdom and there for to help the whole of humanity to learn how to live more harmoniously with their own hearts, families, community, mother nature and the universe.

Our grandmothers and grandfathers say that natural disasters, disease, hunger, pollution, wars, violence, discrimination and extermination stem from our disconnection from Mother Earth and the Cosmos, and only when we reconnect in a sacred and harmonious relationship with everything around us it will be possible to restore the balance, rediscovering our health and happiness. We want to guarantee for our present and future generations (girls, boys, teens, adults, men and women) an education which cherishes the values of love and respect for life, teamwork, understanding and reciprocity, freedom and peace with justice and dignity.

We seek to nourish and nurture our cultural heritage, worldview and ancestral experience. We determine our own ways of living, thinking and connecting with the Sacred, that we ourselves decide how we want to educate, feed, heal, organize, recreate how to work and protect our homeland in coexistence with Mother Earth and humanity. The Indigenous University proposes to practice unity in diversity, accepting that there are several ways to understand and solve the problems of the planet as alternatives to achieve family, community and humanitarian harmony, happiness, welfare, health and personal development.

The International Indigenous University is the result of a national and international indigenous movement. It is a permanent aspiration of indigenous peoples to have their own cultural and educational institutions and to be able to fully exercise their autonomy and self-determination. The university's plan is guided by the Otomi Nation and blessed by the Native and First Nations. The Founding Director is the master Thaayrohyadi. Currently the Indigenous University has offices in Toluca, Mexico City and Colorado. Soon it will open more centres in other parts of the country and the continent.

Their mission is to promote and disseminate all forms of science and ancient wisdom of the indigenous peoples and nations of Mexico, America and the world, based on the indigenous Cosmo-vision and to provide an integral education. Also, to share the ancient knowledge that can contribute to solve the problems which Mother Earth and the Humanity are currently facing.

The objectives of the Indigenous University, *Dānguu Mfādi* are:

- To promote, disseminate and develop their own models of education that are based on the indigenous worldview and self-determination. To provide the Indigenous Peoples and all Humankind, an indigenous education based on their scientific knowledge and ancient wisdom with studies, practices and teachings through courses, workshops, seminars, conferences and other levels.
- To perform actions and efforts to revalue and dignify the role of the elders and elderly, wise guardians of the ancestral traditional knowledge, advisors, guides and teachers of the Indigenous University.
- They offer initiation, certification, diplomas and degrees in the following disciplines: Indigenous spirituality and worldview, medicine and health, languages and literature, art, philosophy and ancient science, collective rights and Mother Earth among other studies related.

Our requirements are:

- To respect and reclaim the ancestral knowledge of the indigenous peoples and nations as an option for education and for life.
- To recognize the Autonomous Education System of the Indigenous University.
- To revalue the Elders and Wisdom Keepers as teachers.
- To contribute to the self-maintenance of the Indigenous University.
- To receive the certification of your course, workshop, seminar or any study, one must attend all study and practice sessions or circles.
- The courses and lessons are organized in groups, without distinction and for all ages.

The community services are:

- Traditional and native ceremonies and celebrations.
- Spiritual retreats, or Temascal or *Tihta*.
- Traditional massages and meditations.
- Consultation and traditional medicine therapies.
- Conferences, courses, workshops and seminars.
- Festivals, art and craft exhibitions and sales.
- Audio, video and native communication.
- Library and bookstore of the indigenous world.
- Advice for students and researchers.
- Orientation for communities, indigenous peoples and organizations in general.

- Social welfare and professional practices.
- Meetings, conferences and special events.
- Educational and cultural exchanges.
- Special attention for groups, families and individuals of all ages on behalf of the Wise ones.

In the table below we summarize our curriculum and practices.

Spirituality and Cosmology

- Guides and Guardians initiation in Ancestral Otomi Olmec Toltec Teotihuacan Wisdom
- Cosmogony and Cosmology
- Codices and Sacred Calendars
- Cosmic Ceremonies and Prayers
- Ceremonial Centers and Sacred Places
- Native Studies and Spiritual Practice

Medicine & Health

- Plant Medicine, Minerals and Animals
- Cosmic Sound, Movement, Colour, Aroma, Word and Dream Power and Medicine
- Light, Energy and Meditation Medicine
- Earth, Wind, Fire and Water Medicine
- Ancestral Arts and Shamanic Healing initiation

Language and Literature

- Otomi, Mazahua, Nahuatl, Maya, Huichol, Aymara, Quechua, Shoshone and other Native Languages
- Mother tongue Speech, Writing and Reading
- Native Literary Genres: Poetry and Drama

Ancestral Arts

- Music, Dance, Singing and Literature
- Drawing, Painting, Sculpture, Engraving, Pottery and Metalwork. Textile, Feather and Lapidary Art
- Traditional and Indigenous Games

Ancient Philosophy and Sciences

- Cosmic Native Philosophy and Knowledge
- Indigenous Astronomy and Mathematics
- Architecture and Engineering
- Science of Life and Peace

Collective rights

- Self-Determination and Autonomy
- Land and Territory. Traditional Medicine
- Culture and Spirituality. Sacred Places
- Social and Economic Organization
- Arts and Sciences. Education and Language
- Connection and Teachings of Mother Earth
- Hunting, fishing and gathering. Traditional Wildlife
- Harmonious relationship with the Living Beings

(Thaayrohyadi, 2006: e)

Indigenous University Dänguu Mfädi program table

7. The pilot project Ayllu Wiñay Qhana

This is a pilot project for a community school called Ayllu Wiñay Qhana, which was born in Bolivia from the thoughts shared by a group of parents and some young amawtas.

Wiñay Qhana means Light and Eternal Clarity in the Aymara language. The Ayllu Wiñay Qhana project proposes a bio-integral, community and intra/inter-cultural education for the children of today according to the fundamental pillars of Pedagogy 3000 and within the context of an integral training.

The Ayllu Wiñay Qhana school project can be characterised by the following aspects:

- The school is conceived on a scientific and multi-discipline basis in order to meet the specific new learning needs and models among the children of today.
- Bio-integral teaching aims to lead individuals and their community towards a holistic development.
- The school meets intra/inter-cultural standards for a new supportive and brotherly society.
- The school encourages to respect and to be in contact with nature.
- It harmoniously prepares our children for real life.
- It takes care of the physical beauty and harmony of the place, by growing many plants, flowers and designs. When entering the school one should feel welcomed and comfortable. It should offer pure peace and energy.

We aim to achieve a physical, emotional and spiritual development as well as meeting each individual's vocations and aspirations, allowing us to participate, in all consciousness, in the transformation and renovation of the educational and social system and new humanity.

The main characteristics are:

1. Bio-integral development of the pupils, parents and 'facilitators'^[4].
 2. A multi-lingual training.
 3. Systematic introduction of music^[5] and arts.
 4. Daily practise of relaxation and visualisation.
 5. An intra-intercultural vision in all its forms.
 6. Daily contact with nature: outdoor games, walks, gardening, outings in the countryside, ecological and community work.
 7. Oral tradition, local history, tales.
 8. Use of computers, internet, websites, mails...
 9. Teaching through games and didactic cards. (ASIRI method)
 10. Developing the right brain hemisphere and children's intuition according to the Shishida, ASIRI and other methods.
 11. A workshop for self-fulfilment: parents and facilitators, interaction between parents and children. The parents can participate and stay for the duration of the workshop.
 12. Developing affective and emotional aspects.
 13. Integrating the Super-Learning 2000 methods and the Brain Gym technique.
 14. Training the five senses.
 15. Preparing children's food with the help of the parents (in turns).
 16. In addition to regular school subjects, we propose one or several activities every day which children can choose: martial arts, yoga, Andean yoga, alternative techniques, sacred geometry, energetic and holistic psychology, knowledge of minerals, meditation, silence, bio-dance, traditional dances, circle dancing, belly dancing, music and movement, theatre, juggling, music, weaving, recycling, manual work, woodwork, jewellery-making, astronomy and astrology, ancestral mathematics, the Mayan calendar, mechanics, brickwork and others. We encourage every child to learn how to play an instrument and join one of the school's music ensembles.
 17. Gardening, learning ecological and hydroponic^[6] techniques (growing plants without soil).
 18. Sports according to personal tastes, but never in a competitive way.
 19. Debates on education and childcare (for secondary school students).
 20. Home Economics subjects.
 21. Ecological technologies: solar energy (solar ovens), bio-ecological buildings, recycling, compost...
 22. An inter-active methodology based on individual or collective research projects.
 23. Preparing for adulthood through professional experiences, activities or workshops integrated into the community or neighbourhood life.
 24. Special care is taken to fulfil every individual's vocation with as much accuracy and relevance as possible.
 25. The whole group (pupils, facilitators and parents) design the curriculum, the methods, the rules of self-discipline and the assigning responsibilities.
 26. Every two weeks, a School Assembly takes place with children, facilitators and school staff.
 27. Small age-group meetings are held to organise work; "meetings about emotions" could take place in the near future.
 28. To a certain extent, the children create their own school equipment, by helping to build and set up the school.
 29. The infirmary works as a mini-clinic of alternative medicines (allopathic medicine is also available if needed).
 30. Applied Sacred Geometry to all grades.
 31. Music band. We encourage for each child to play an instrument at least from the age of two and to create a music band at the school. This band could play concerts for the elderly or certain social institutions, as well as for the general public.
- Specific technical points to define all together
- As much as possible and depending on the weather conditions, the classes are taken outside: there are no walls. The classroom walls are made out of adobe (built between everyone, including the children), built according to Feng Shui and the Andean wisdom, with a dodecahedron shaped meditation room (The dodecahedron shape represents the awakening of DNA, which is the appropriate shape for the school activities of the Third Millennium according to studies made from ASIRI and Dan Winter).
 - The necessary training for teachers will be decided by everybody and supervised by the Amawtas Council and Mama T'alla. Most facilitators are young teachers.
 - According to the school policy, there will not be any children repeating the same class, this meaning that teaching is continuous and suits every child's rhythm of learning.
 - There are only a few children per class, sometimes from different levels. We are counting on parents, friends and relatives' support to help.
 - Each child's evaluation will be done in the form of practical exercises and will take place only every two days, just to be sure children have retained what they have learnt. There are no exams at the end of each trimester, but regular evaluations to check that the children have assimilated the contents of the curriculum. There is no homework, only research work. Neither the children nor parents ever get to see the marks they get, (they are only disclosed to the Ministry of National Education). The children can assess themselves, expressing if they felt comfortable, lost on target, etc. within a multilevel evaluation system.
 - At the beginning of the school year we work on the emotional intelligence and vocational guidance. Pupils organise a working plan according to the National Education Curriculum and propose other activities they wish to follow.
 - Once the curriculum and the methods are agreed on and established, the school is very strict about observing the decisions that have been made (by consensus). It strongly encourages self-discipline, courtesy and working/helping habits.
 - To organise an opening and closing ceremony, all together, as well as a shorter one honouring Life and the Pachamama (the Mother Land).
 - The schedule can be discussed together. Children can choose. A possible schedule, to be discussed between all, would be: from 8:30 to 13:00, in winter, and from 7:30 to 12:00 in summer. The first half hour is a fun optional subject or group work. Then they start with a physical exercise (according to the children's preference). The curriculum is set to follow consensus and it is flexible (a student can reinforce a subject if they enjoy it, and only focus on the basics of another one that does not appeal too much to him/her). Later in the afternoon, the children can choose from the workshops available. There will also be an optional space for individual or group practices (not in the form of homework, but as research and productive work) as well as holistic therapy if requested, music groups, rest (there will be hammocks) among other options.
 - Lunch meals and snacks are shared between all the members of the school. Children take turns at cooking. There will be pure and energized water for the children. The children can eat what they want without putting pressure on them.
 - During weekends, free training workshops are open to parents and facilitators.

- An intra-intercultural outing will be organised once a month (with or without parents)
- Parents and friends may participate in the life of the school and actively help. Ideally in the future the school should function as an eco-village with productive workshops, and for the families to live close or around the school in a semi-rural-community system of solidarity and fraternal living.
- The school will shelter abandoned animals (children asked to add such a rule).
- There will not be any school fees to pay if the government accepts the responsibility of financing this project. On the contrary, monthly school fees will depend on parent's financial resources. Such instalments will also cover orphans and children fostered by the Ayllu community school.

Ayllu school

Ayllu is a community within the Quechua and Aymara Andean system. It has a strong social, economic, cultural and spiritual cohesion. *Wiñay Qhana* would be an Ayllu school, where the elderly, homeless and orphaned children would be welcomed. Grandparents, if they wish to, can assist in running the school, for example, by helping in the dining-room, taking care of the school, gardens and organizing workshops according to their abilities. Orphans would attend the classes and workshops like other children. They would eat and sleep at the school. The school facilities would be available for social and ecological activities in the neighbourhood or community and also available to the parents who are active members at the school.

We hope that the *School* will become a way of life that involves all areas of personal development and all the productive-social-ecological sectors of a fraternal society.

The 13 Grandmothers

On October 11, 2004, thirteen indigenous grandmothers from different places around the world gathered in the north of New York. They gathered there in response to signs which indicated that the time of shared ancient prophecies from several traditions was upon us. These prophecies explained that a time would come when they would be called to unite, and that this meeting would inaugurate a new era for Mother Earth and all its inhabitants. During those few days, fraught with hope and joy, the grandmothers agreed to create a global alliance to work together to serve their common objectives: prayer, education and healing for Mother Earth, working for the wellbeing of all the inhabitants and children of the next seven generations. This partnership became a reality through the creation of the International Council of 13 Indigenous Grandmothers.

Munay, Love and compassion, is the leading force of this Great Union of peoples which will guide us towards the new golden age. Prophecy of the Q'eros, Peru.

The 13 grandmothers: www.consejo13abuelas.es and www.arboledadegaia.es

INTERACTIVE EXERCISE

No. 47: Initiatives in your area

1. Investigate what educational initiatives already work in your neighbourhood, your province, your region, your country. Find out if there are any alternative education projects in formation near where you live. Help, however you can if you find something interesting.
2. What educational initiatives could you create with your friends, kids or family? And with the youth? Write down your ideas.
3. Remember that education begins with oneself. What can you do about it?

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1. <http://www.tairona.org/> ↕
 2. Amauta amawta or amawt'a: Aymara authority ↕
 3. E-mail: thaayrohyadi@universidadindigena.org Web: www.universidadindigena.org ↕
 4. New name and function of the teacher ↕
 5. And all kinds of sacred sounds together with light- colour and form- movement ↕
 6. Check out: groups.msn.com/hidroponia/tutoriales.mswn - 29k ↕

PART IV

PSYCHIC TALENTS IN CHILDREN AND BABIES

CHAPTER 12

Psychic abilities in children

The “paranormal” phenomenon today is actually quite... normal in the children and youth of the new generation, especially in young children, due to an increased awareness and global consciousness.

Dr. Patricio Pérez Espinoza

1. Psychic children in the world

The subject of psychic children is not new. There are existing reports, especially in China, long before the theme of the children of today or the *Indigo* term began to be known. Paul Dong and Thomas Raffill's book, *China's Super Psychics*, published in 1997^[1], includes reports of the Chinese government on Chinese psychic children, who began to appear from the year 1974. It states that in 1997 100,000 children were scientifically studied and became an official part of the database of the Chinese Government. Mr. Gao Zhinseng gave an interview about the new children of China, where he reported:

We call them the children *who know what others do not know* or children who *have talents which we do not*. They are the children of the third eye, they are the children we call *Vital Energy* in Chinese. (Zhinseng, 2002: pc)

In the United States, the *Stanford Research Institute* studied about 1,500 psychic children who had the same abilities (or more) than Uri Geller, the famous Israeli psychic.

In Mexico there are also many children with psychic gifts and talents, for example, the case of a young girl, Inge Bardor, who besides of her amazing clairvoyance, can move objects in the air with her mind, see with her hands and feet and know the future at will. Inge, in a video filmed about twelve years ago with Drunvalo Melchizedek^[2], humbly said: “What I do is not extraordinary. In the near future, many children will be able to the same or more.”

Also check out the very interesting website in English of the *Profound Awareness Institute*: www.psykids.org



Book cover, Paul Dong and Thomas Raffill

There were also reported cases in many other countries such as Bulgaria, Russia, Bolivia, Ecuador, Brazil, India, Spain, among others, including children of the indigenous native communities. Also, James Twyman said in several cases in his books: *Magic messages*, *Children with special faculties* and *Psychic Children speak to the World: Agents of Love*.

How can we recognize psychic perceptions in children?

The most common behaviours of psychic children are:

- To answer before they are asked a question.
- To know in advance who is calling by phone or who is going to visit them.
- Almost all, in varying degrees, have contacts with entities at other levels including the deceased.
- To feel at a distance and to get upset when someone touches their belongings. Some even get too disturbed about that.
- They may be interested in topics like telepathy, talking to animals (Parazoogesis), especially to dolphins and whales.
- They tend to be innate healers, especially with adult's emotions.
- In clairvoyance games they are about 70% right without any training, which they would exceed if so.

They can perceive energy fields and the feelings of others, such as: sadness, anger, rage, lies, deceit ... Almost all young children have this quality because of their highly developed emotional intelligence. It does not seem to be an exclusively psychic feature of empathy linked to the emotional brain and somehow also to the right cerebral hemisphere. This means that children now are emotionally intuitive. The purely psychic children are a transversal part aside which we saw in Chapter 2.

2. What are psychic abilities?

They are called psychic abilities or extrasensory perception (ESP). Some can be:

Clairaudience: the ability to obtain knowledge through sounds or voices, without involving an external hearing sense.

Clairvoyance: the ability to know about an incident or event that is occurring somewhere else. Clairvoyance is not just about having extrasensory vision without applying the sense of sight, it is also about having precise intuitions without the use of any images. Clairvoyance can be post-cognitive, when referring to an event which occurred in the past, and pre-cognitive when referring to an event which is going to happen in the future (also called precognition or premonition).

Bilocation: this phenomenon occurs when a person may be visible and seem real to people at a location, although the body is present at the same time at another. That is, the body is in two places at once, or several places at once (multi-location).

Automatic writing or psychographics: it is the phenomenon that a psychograph produces by writing down a message that is supposed to be transmitted by a/or many spirits, or to express a vision or precognition through writing.

Materialization and dematerialization: to make something material appear from nothing. Dematerialization is the opposite, to make a material object disappear.

Hand Reading: the capacity of being able to read with the hand, or other parts of the body, without the intervention of the physical eyes.

Astral Projection: phenomena by which a subject can unfold to be etherically present elsewhere, without their physical body.

Aura perception: perception of subtle energy fields of another person, usually perceived as a colour, but can sometimes also be perceived as sounds, kinesthetic sensation (Touch), taste or smell.

Psychometry: this phenomenon occurs when a subject gets extrasensory information about a person through the direct contact with an object (like a jewel, a tissue) that belonged to that person, or from a picture of that person.

Telekinesis or psychokinesis: when a subject is capable of moving objects from the distance or can perform any psychic action on matter, animated or not, be it physical objects or plants or animal organisms.

Telepathy: an extra sensorial perception which allows the subject to know the contents of the mind of another person. This term is also used to describe the phenomena of voluntary communication between two minds.

Teleportation: the action to instantaneously be physically in another place or time.

Xenoglossy: is the phenomenon by which a subject can express words in a language that they have not studied or known previously. Para-zoogenesis is the ability to communicate with animals.

These definitions have been taken from the Parapsychology Course of Dr. Naum Kreiman. (Kreiman, 1994:53)

[3]



A class with blindfolded children, ASIRI, Peru .

I made my soft toys float

Inge Bardor^[4], a young Mexican psychic explains:

When I was a baby in my cradle, I use to make my soft toys float to the other side of the room by using my thoughts. Or grab my toys and push them to the ground with my eyes. When seeing this, my mother knew that I was not an ordinary baby, so from the beginning she began to protect me. I remember that my father liked to smoke cigars and I, when I was little, use to raise his cigar box in an upright position, it was great fun [...]. There are many, many children like me who are born today. (Quoted by Melchizedek 2002: ea)

As explained in the book *The Psychic Energy Workbook* (“Learn to use and direct psychic energy”), our body usually provides a sensory translation of the psychic information, which can be (Miller, 2004:54):

- An image.
- A sound.
- A kinesthetic sense (touch).
- A taste or smell.

It is important today for the parents, teachers and professionals who interact with children and young people, to understand well the mechanisms of extrasensory perception which occur in them, especially when they are very small and even in the prenatal stage.

A mother from Chile, Sole G. Chile-Curicó, recounts the psychic talents of her daughter Valentina:

I am a 39 year old Chilean mother with 2 daughters: 8 and 3 years old respectively. With my oldest daughter, Valentina, I have had many experiences and I want to share some to help those parents who once felt that their children are not common, who are special.

Before my daughter Valentina was born, when I was about 8 months pregnant, my husband came back from work. I do not know how to say it, but he felt a little voice in his head that kept repeating the name Valentina, while we already had other names for a girl. From that day we changed our minds and we decided to call her Valentina.

I remember the day after her third birthday, Valentina told me that my parents (or grandparents) came to sing her happy birthday. I was worried, because both of them had died. She described in great detail their clothes, which she had never seen. After that day until today, every so often, she sees and talks to them, especially to her grandmother.

Something similar happens when she comes to my work place, she does not seem to like one of the colleagues. One day she told me that she saw a grey colour around her and that she was ugly. Actually that person has bad feelings and always has problems with others.

I hope this may be useful for other parents, for them not to feel alone, there are many special children and they are a gift from God. (Sole, 2005: em)

Now, two other testimonies from Maria Rosa Tapia, Bolivia:

My nephew is two years old. He is very sweet and joyful. He seems to perceive her mother's thoughts perfectly. If she needs, for example, a spatula for cooking, and thinks: “Where is the spatula?” She does not verbalize it, she just thinks it. The child appears with the spatula in his hand. If the mother is looking for the toilet paper he immediately gives it to her! In fact, anything that the mother needs, he will give it to her. He seems to be very attentive towards his mother, who is not very flexible and gets easily agitated. It's as if my nephew was attentive for the mother not to get too agitated

Another example that caught my attention is what happened to the granddaughter of a friend. The girl, who was five years old, out of nowhere looked at me and suddenly said:

- You will not feel sorry when we leave.
- Where dear? I ask her in surprise, since we did not think of going anywhere. She saw that I had not understood, so she replied:
- Here they say that when we are old we die. Then we will find each other again.
- Yes, I said, realizing my mistake.
- Then, I will look for you, so you must not feel sad!

I mentioned it to her grandmother, who simply said that the girl was schizophrenic. This is not true at all! She is a great soul who remembers many things

that we adults have forgotten. (Tapia, 2006: pc).

3. What to do and what not to do?

A psychic boy, girl or young person, like most children today, are more sensitive than others and respond more profoundly to the emotions conveyed by the energy. Therefore it is important to pay attention to the points described below, to help you make your parenting more harmonious. These recommendations are nevertheless valid for all children and even for all members of the family; they are beneficial and give us comfort and emotional security.

1. To honestly express our emotions so that the child does not get upset and confused by not knowing sometimes how to discern their own emotions from others, because of the *sponge effect* which is characteristic with them
2. Explain to the child the possible conflictive emotions within a group, if not they may doubt their own stability.
3. To care for the child's immediate emotional environment, offer support and genuine interest (even if it is not easy to understand what happens); give them unconditional love.
4. Never be afraid to face an extrasensory experience of your son or daughter, just try to listen to them as normal as possible.
5. Dress the babies, children and youth with natural fibre clothes. Use natural cleaning products and cosmetics. Avoid anything that has chemicals.
6. Make sure they get plenty of exercise and regular energy exchanges with nature.
7. Avoid physical violence, they are terrified of it. In other words, under no concept you must hit, yell, physically punish or emotionally blackmail them. Obviously, this recommendation, like almost all the others, is valid for all children, adults, men and women, elderly people and also animals and plants.
8. These children have a special sensitivity towards electromagnetic fields, solar explosions and other astronomical manifestations, and they may be disturbed by it. Do not put televisions or other electromagnetic appliances in their rooms, especially if it is an infant or toddler.
9. It is recommended to know how to psychically clean oneself after being in contact with large groups: this may be as simple as taking a shower, taking a salt bath or walking barefooted on the grass, for example. It is good to know how to avoid the *sponge effect* when they are in environments which are very dirty, hostile or full of chaotic energy, for example, by simply placing a mental shield, projecting light from the heart or other techniques like that. The child can also come up with whatever he/she thinks might be appropriate.
10. To fill their environment with positive thoughts, by providing them a healthy environment, without stress, tension, disputes and screaming.
11. Provide them daily contact with nature.
12. The presence of pets and live plants also helps.

Listen with genuine interest, without judging

It is important to listen to the child without any judgment, neither positive nor negative. Really listen to what they want to express, naturally accept who they are and give them unconditional love.

You have to take the psychic phenomena with calm, the most important thing is not to panic or frighten the child, because the child could *absorb* the mother, father or teacher's reaction and upset him/her. That is, if adults take it serenely, the boy or girl will be able to stay calm and handle the situation well, whereas if the adults react with fear and worry, children will also get worried, thinking that something is wrong, that they are wrong or that something is wrong between you and them. Therefore it is important to avoid fear, screaming, punishment, or denial (for example: See? There is nothing here).

It is advisable to try to just go with the flow with what the child is living (no matter if you think it's his/her imagination or not), even if it means adding an extra dish of food or another pillow on the bed for the imaginary friend. We met many cases of children feeling very sad and frustrated because they did not feel understood at this level.

Below we offer some advice from Degoumois Danielle^[5], a Swiss researcher from the Life Force:

The subject of psychic children is also very real for us in Europe. I would like to add a suggestion: to remove gluten from the diet of these children, it is very helpful for them to regain serenity, tranquillity and confidence. Their intestines cannot tolerate this type of food and some children suffer from food poisoning when consuming white bread, pastas, pizzas, etc.. Now there are a wide range of gluten-free products you need to know and use. (Degoumois, 2008: em)

Healing Children

One can observe that, in varying degrees, some of the children of today, besides having psychic gifts also have natural healing capacities. This means that these children have the innate talent of healing others, physically, emotionally, psychologically and even spiritually. They can also heal plants, animals and places. Their healing methods are metaphysical and respond to spiritual laws. Nor is it surprising for them to be able to cure themselves, even being capable to regenerate bone and skin, for example.

As noted by Trigueirinho^[6], these new children are:

Instruments in the spiritual sense, that is, they are able to transmit healing energy. That power is expressed through *radiation*. A true spiritual healer is someone who is in contact with higher levels of consciousness. They produce around them a magnetic field that includes everything and everyone, without distinction. Each of them perceives the subtle realities according to their own receptivity. (Trigueirinho, 2003a: 79)

In other words, one of the functions of these children is to radiate harmony in the environments in which they live in. According to their innate sensitivity level and/or appropriate training, they can heal by distance, especially when they are sleeping. In this case the child may wake up very tired.

How do they heal?

The healer receives healing energy, that is, their cells function as *receptors of pure cosmic energy* and they can *send* it for healing purposes, as well as helping to disintegrate pathological energy and integrate healing and vitalizing energy.

These children heal through *love*, which is a very powerful force capable of transmuting in favour of a greater good. They can activate it in several ways: with their hands (like Reiki, but at a higher reconnected level, in the words of Dr. Pearl), with their eyes or their mere presence, that is, through the irradiation of pure love energy, whether done at a conscious or unconscious level.

These children also encourage us to self-heal ourselves. If the power of our mind is able to trigger a disease, this same power of the mind and love can dissolve the disease. They teach us that it is time to be more subtle at all levels: with our physical environment, our body, our emotions, mind and spirit.

If you have at home or in your classroom a child who has these gifts, you may help them greatly in the following way:

- Never make fun of them.
- Do not use them to cure your neighbours or colleagues.

- Never charge for their services.
- Teach them how not to waste their energy in vain.
- Teach them techniques for their psychic energy to flow.
- Teach them to stay balanced and to trust their higher masters.
- Provide them with a healthy lifestyle: healthy food (do not force them to eat meat if the child does not want to), natural fibre clothing, pure air.
- Rest. Guarantee the quality of their sleep. Do not wake them up abruptly.
- Ensure that their bedroom is free from noise nuisance, positioned in the quietest part of the house.
- Provide positive thoughts within their environment. Guarantee them a healthy environment, without any stress, tension, fighting or crying.
- Provide them daily contact with nature.
- The presence of pets and live plants also helps.
- Give them a lot of love.

Night fears

It is also important to know how to manage their night fears and the presence of *ugly* beings. If your child has these kinds of visions and fears, you must provide them physical, mental, psychological, emotional and spiritual protection, hugs and caring physical contact. In these cases it is better to turn the light on and to leave it on all night if necessary (with a small lamp of 40 volts is enough). We recommend you to stay physically near the child (the child's bed or in your own bed, no matter how old the child is). You can light a candle (out of the reach of the child if he/she is young) or incense. Also trust in the guide and support of the Beings of Light to handle the situation and to help the child and family.

Judy Hall recommends the use of floral therapy, as seen before, it has excellent results with the children and youth of the new generation (Hall, 1996:17). Within the Flowers of Bach and California we can recommend among others:

- *Canyon Dudleya*: when there is an excessive imbalance tendency because of their psychic experiences, this flower helps them to gain a healthy spiritual opening, with balanced mental and physical energies. It allows them to be grounded during their day to day life.
- *Angelica*: it facilitates the spiritual ability to contact with the spiritual realms at the soul level.
- *Lavender*: it helps to calm down when one is exposed to a lot of nerve stimulation. It helps to sleep well.
- *Butterfly Lily*: is gives out warmth and maternal sensitivity.
- *Walnut*: protection of dark external influences.
- *Yarrow Special Formula*: energy protection against radiation and other harmful environmental influences.
- *Purple and Pink Monkeyflower*: it gives protection and assistance to vulnerable emotional stability.
- *Black Eye Susan*: psychic protection in cases of psychic attacks.

There are also several very effective methods of visualization, relaxation techniques; of course, always follow your common sense. Judith Hall said: "One of the best ways to prevent psychic attacks is to teach people, at a very young age, that thoughts are very powerful" (Hall, 1996: 66). She also warns about the danger of fear, the importance of being aware, to be fully present in the body, mind and heart, to be secure within by focusing on ones breathing.

In case of night fears, what one must not do is:

- To ignore them.
- To tell them they are crazy.
- To send them back to their bedroom alone in the dark.
- To tell them there is nothing there, and force them to keep quiet. We may worsen the situation by blocking the child, which may lose their confidence in their gifts, their mission and in you.
- Do not make fun out of the child's fears, or use them as means of discipline to control the child (by saying things like: "Behave well, if not the witch will come back, or the cuckoo monster will eat you at night").

If the fear continues, it is necessary to investigate and learn about this topic, to consult a professional therapist or experiences guide who you really trust in. It is important to address the issue before it gets too serious. It is better to be safe than sorry.

Psychic gifts and ethics

If a wave of psychic children is arriving we need to know how to handle the matter from the standpoint of education. Some guidelines must be clear and shared with the children, parents and teachers, such as:

- First, having psychic gifts does not make you superior, the opposite it should make you more human and humble. One must avoid over inflating the parent or the child's ego (this may divert their mission).
- Always use psychic talents for benevolent purposes. Explain to the child that the powers are not to be used against someone. If they think of psychically attacking by accident or because they were angry, they must immediately proceed to *repair* the damage.
- Make it clear to the child that his/her mission is only to expand the Light on Earth. Everything should be done in service to society and the planet.
- Psychic talents are not a source of business.

With much love

Ardaya Luis Roca, Bolivian psychologist and therapist who worked for more than ten years with these children, advises:

One must not limit their inspiration, it is appropriate to listen to them with love, when they are describing what they feel and see, or when they are talking to an *invisible friend* (not visible to others). Allow them to flow freely with normality and do not intervene by saying, for example: *It is not true, there is nothing here*, or even worse, by saying: *you stop seeing it*, and making them feel guilty.

What one should do is to ask them: What can you see? Is it clear? Is there love? How do you feel? If they feel fear, if there is something dark, then act accordingly. It is important to teach the child how to handle the situation if something is bothering them. Teach them how to remove unwanted entities from their room or home, with love and light. Therefore, it is important for adults themselves to learn about these issues and to seek guidance. Tell them that God, with all his love, will always help and guide them at all times; and for them to keep aware, because they can directly receive many messages and forms of healing. (Ardaya, 2005: pc)

The famous invisible friend

As for the invisible friend, Doreen Virtue says the following:

It is perfectly normal, even healthy for the children to have invisible friends, that is, beings who generally can be their guardian, angels or spiritual guides. When parents support and encourage their children's relationships with their invisible friends, then the children feel valued for having these natural abilities. Sometimes these invisible friends are archangels which come to help children to accomplish important life purposes. Or maybe they are invisible guardian angels who are helping the children to lose their fears. An invisible friend may even be deceased relatives, friends, or even pets. (Virtue, 2004:99)

And ... at school?

We thank Ana Belén Gómez Madrigal, a young schoolteacher from the CEIP Benito Perez Galdos school, Móstoles, Madrid, Spain, to share what she is experiencing with young children. Ana teaches children from 3 to 6 years of age.

Ana, what is your experience as a teacher of the young children of today?

- What I can see is that special children are coming, very special children. It draws my attention. But I do not know if we are giving them the importance they deserve. It seems as if the parents *do not want to see it*. So then the child gets depressed about not being understood. Maybe they want our help, our guidance, and we do not know how to respond to their needs.

What do you mean by special?

- I mean out of the ordinary, extraordinary. I have been with children who I consider to be Indigo children, and others Cristal. But even more incredible, now I have a group of children who see things that *we do not perceive*. They know how to perceive beyond the body, as if they had a higher perception. Just by looking at you they know everything about you.

Can you give us some examples?

- Yes, there is a three year old girl who by just looking at me into my eyes she can sense how I feel. She tells me personal things and gives me advice. There is another girl, 9 years of age, with which I have a special bond. She looks for me at break time at the playground. She always comes and gives me a hug or a kiss. One day I was very sad because of a family issue, she was staring at me:

- What is hurting you? She asked me.

- Everything hurts, everything hurts, I honestly answered back.

- I want you to know that I adore you. And I love everything about you. Everything you have. She gave me a bracelet and said "whenever you feel sad, this will make you remember me," she said.

What percentage of these children do you have in your class?

- Now, I would say about a little less than a half. Although the rest of them are also different. Now I have three year old children and I can see that they have changed a lot in just three years. I am stunned by their empathy, their desire to emotionally heal others. They can perceive their feelings. But now there is something else I do not understand.

Is there anything more than a development of their emotional intelligence?

- Yes, it goes beyond mere empathy. Now they see things, they have a different perception.

Do they see things?

- Yes, I do not know how to explain it. For example, one day some children stood up in the middle of class and said, "Look, look at those things." "I cannot see anything" I replied. Then the other children also stood up and added: "Yes, yes, look how beautiful they are." Another day at a party (the Chestnut) four children from different groups clearly saw a monster and they drew it for me. I did not see anything, obviously. Another day we were in the Assembly, where we freely talk together, we held our hands and one child told me:

- Now we have to thank the teacher for decorating the roof and walls with flowers.

- I did not decorate anything I said.

- Yes, yes, she puts flowers every day. They are beautiful! Thank you teacher.

They surprise me so much! And every time there are more cases.

Ana, what are your conclusions?

- Almost half of my pupils appear to be more psychic! As a professional, it is quite a challenge. No doubt it draws my attention, but I do not know what to do. I do not feel ready. What kind of help do they expect from me? Will the rest of my colleagues and directors understand me? What I perceive is that they, the children, can help us in many things, they can enrich us. They make you think! They are young but they are not fools. I ask their parents to accept them as they are. To help them.

4. New psychic and spiritual structures in the children of today

The multi-dimensional child

The researcher Jesús de Real comments:

They are the children who are going to bring the new structures; they intend to free those who are prisoners of the old social systems. It is important to understand that while these new children create their own definition of what living means, they are bringing healing to both those who are older and those who have not been born yet ... As these children bring a different vibration, we need to recognize their characteristics and needs to be able to guide them in this process. They have a set of unusual psychological and intellectual attributes which reveal an unprecedented behaviour pattern:

- They are multidimensional, highly sensitive, with many talents and intuitive powers.
- They instinctively know who they are, what they need and what is true.

- They have a different view of life, other priorities, values and needs.
- They are very sensitive to stimuli. They have developed their senses more than the average and they are often overwhelmed by the energies of their environment.
- Physically they may be more sensitive to smells or sounds, so they generally avoid crowds and noisy places.
- They can perceive the feelings of others, without understanding where they come from. They have difficulty differentiating between their own energy and the energy coming from others. They absorb the energy from their environment and other people, and they take it as their own.
- They have a more developed extrasensory perception (telepathy, clairvoyance, etc...) They are extremely sensitive, and can easily perceive when someone is trying to deceive them.
- They are very sensitive to emotions and have a deeper spiritual connection.
- They can see the colours of the aura and spirit entities around them, and perceive the energy of other people and places.
- They have very vivid dreams which usually guide and help them during their life. Some may also have premonitions.
- They may have an inter-dimensional consciousness. Some have memories of their experiences before incarnating and many have a clear awareness of their mission on Earth. They often have knowledge or a wisdom that goes beyond their immediate experience and chronological age (Real, 2004: ea).

The holographic child

Camren Dorsey presents the innovative theory of the holographic child. She explains^[7]:

During the new millennium many differences have appeared between the young people of today and the elderly people of the past generation. We are learning how to nurture our children in a new way that will not only help the Earth and its population to evolve, but also to promote a safe and spiritual atmosphere where the children of the twenty-first century will flourish.

Our children process information in a different way than the adults of the previous generation. We, the previous generation, who have been programmed to be linear thinkers have always solved problems in a linear way. When young people face a problem they simultaneously experience different thoughts and perspectives. The information of many dimensions comes into their minds quickly and all at once.

Let us study the six facets of the holographic child:

1. They can easily travel through the dimensions. One of the most exciting capabilities that the new human being is bringing to Mother Earth is multi-dimensionality. For the new child, to move through the dimensions is natural and easy. The child may have imaginary friends who are true partners, relationships with deceased family members, angels from many different dimensions or star structures which are guiding and relating to the child [...]. This faculty can sometimes depress the child for not being understood or for seeming too extravagant. Learning how to help the children to feel alive and enthusiastic for life is a difficult task for the parent, counsellor or teacher. When these children learn healthy ways to feel enthusiastic about being on Earth, they can begin to trust the beings of the terrestrial plane and find their own purpose for being here. As human beings, they also continue to evolve spiritually. We hope for many people to understand this wonderful gift to help guide and accompany these children who have these challenging skills.

2. Fury. Mostly, these children experience anger as an emotional reaction towards an authoritarian person who tries to force a linear model of behaviour in children. The more abusive and repressive the authority is the more furious their reaction will be [...]. The family paradigms are shifting to new ones that support an equal and respectful treatment of all the family members. The linear measurements of age or financial power are being replaced by the conviction that all family members are equal and have something important to contribute. So it is best to use gentle methods of peaceful acceptance and leave the application of rigid rules of conduct that can help to begin replacing that fury for a wiser inner security^[1], which the child can use to co-create a life full of meaning and purpose. The healers and parents who work with the new children are actually sharing this power and will find healing for themselves.

3. Psychic ability. Most young people can discern the honesty and character of others. This ability stems from the fact that the new children work as a group rather than individuals [...]. Trust is one of the greatest gifts that these young people want to give from the heart. And, when we start feeling confident with our own integrity, we can then approach this sacred dimension of ourselves.

4. Non-linear approach. The holographic child has come to Earth to change the structure of our systems [...]. These young people, in fact, bring advanced technological and social designs with their energy bodies. This gift is built into the child's system, enabling them to build new structures while having geometry pulsations of the sixth dimension through their hands. Technology advances will exponentially expand when our children reach adulthood.

5. Ascension. Many healers have written about the Earth's ascension to a higher vibration. The holographic child has come to help during this transition. Those who are here have shown love for the earth and humanity in general.

6. New rhythm. There is a new rhythm being introduced by these higher dimension *creators*. Eventually it will be very obvious that most children with this diagnosis are a newly evolved species who have come to change the sound and rhythm of the planet. These children feel pain if they move slowly through their thoughts. When we adapt to their new rhythm (as parents or teachers) their pain and fatigue disappear. When we learn how to accept the new child, then we will heal. (Dorsey, 2001: ea)

I want my parents to understand me

Below we share some of the experiences of these children and youth:

Adriana Vargas 10 years of age, La Paz, Bolivia, advises:

I want the parents to understand us, to not shout at us. I recommend the parents to listen more carefully when we speak. My teacher scares me a lot, she always is threatening us, I'm afraid of her, it is horrible. God is very good; he/she has so much energy that he/she is very strong. When I call him/her, I can feel his/her warmth. Angels also have this energy. I can see fairies in my room. They look at me, they comb their hair. Once I saw an angel and she told me where I had lost my doll. Sometimes other angels come as well. When we did the group meditation in the House of Angels (centre of alternative therapies), there were angels everywhere. It was like a party! There were fairies, guardian angels of other people. I felt good because there was a lot of good energy. (Vargas, 2005: pc)

Adriana's twin sister, Gabriela Vargas, also shares her own experience:

Angels? Yes, I communicate with mine, her name is Mary. She is very big. Behind her there is a kind of blue-violet light. She does not speak, she only looks at me and makes me feel good. Almost every night I try to communicate with her. I close my eyes and I imagine her, after I open my eyes and she appears in my room. I can also see tiny fairies and angels in my room, on my stuffed toys, on the nightlight; they are usually playing. I can also see other angels like mine, but they are smaller as if they were bodyguards. They also have a blue-violet light but not so bright. They usually wear white dresses (Vargas, 2005: pc).

Another young woman, Veronica, 20 years old, says:

What about my spiritual guides and teachers? They spend all the time with me. They constantly communicate with me. For me it is normal. What is not

normal for me is when I'm away from them. It's time to go back to what we all are, heavenly beings. (2005: pc)

INTERACTIVE EXERCISE

No. 48: The Multidimensional child

1. In relation to each of the points mentioned above by the investigator Jesus de Real, think what to do accordingly in each case. For example:

- What if you are dealing with an extremely sensitive child, who has many talents and intuitive powers?
 - What if you are living with a child who has other priorities, values and needs?
 - What if the child is more sensitive to certain smells or sounds?
 - What if you are in front of a child who can feel the feelings of others, including your own?
 - What if you are dealing with a child who remembers their past lives?

2. Write down your answers. Investigate the issue. Consult friends who have children with these same characteristics. Find out about teachers who have students with an intuitive-emotional profile.

5. Depression and suicide

Psychologists have noticed an important increase in depression and suicide cases within the children and youth of today.

For the children and youth who feel the desire commit suicide

- First. Remember that it is useless to commit suicide because you will have to learn the same lesson you did not want to face at the moment (and in worst conditions!).

- Second. Remember that you are dearly loved, loved from the beings *above*. Connect again with this eternal and infinite love, feel their embrace.

- Third. Remember that there are no dead-end situations. There are always solutions: a third solution will present itself, and a fourth, a fifth, infinity of solutions. You are creative, you can find your answers.

- Fourth. Do not hesitate to ask for help from someone you trust and from the universe. Do not be so stubborn.

- Fifth. Transmute the pain into universal love. Honour your desire for something better and transmute the emptiness into service. Remember your mission. They need you because you have something unique to give. You know you have a lot of gifts, a lot of sensitivity and desire to help humanity. It is not time to leave, to leave the other people who came here to share an energy task, or group mission, with you. You are extremely valuable and loved. You know that these are extraordinary times. You came here to co-create a new humanity, so...

- Sixth. Change the strategy. To change the world you do not need to fight against it, but to remodel it to another level of consciousness, just by changing or shifting your attention or energy centre, that is, by changing your point of anchorage or consciousness. This is the true meaning of the power of co-creating, because you can change or modify anything in the world simply by accessing this energy which creates reality. It's great fun.

- Seventh. In general, the ones who wish to commit suicide are people with important missions and talents (although everyone is important ...) and ultra-sensitivity with great potential to help others. And we are simply afraid to accept our talents. We see (or we create?) a big gap between our dreams and the reality around us, between a world of light and a world full of nonsense, evil, hypocrisy and absurdity. We miss a world of pure love, pure light, pure divinity and it is hard to be here. But we can. We are here to transmute, we are brave and caring warriors. We are here to transmute, that is, to transform all the negativity, that we see and we do not like, into its opposite: light. This is simply our mission. [8]

Humanity is being invited to remove the veils that conceal these sublime realities and to assist in the manifestation of a new time. Trigueirinho, 2003

As Martin Valencia^[9], a young man from Cuzco, Peru, says:

When we (the youth) do not understand the notion of service, love and grace, we end up unbalanced, believing and becoming *superior*, and hiding ourselves in our sensitivity and pain. Doing nothing and constantly excusing ourselves by saying *they do not understand us*. This is dangerous because it does not help us to progress and it can easily turn into chronic depression and suicidal blackmail. That's not healthy. I have to understand that I came here to change that, to change this world; and not by complaining or staying depressed am I going to be able to help. This is not going to help to bring Light on Earth and to realize that I am myself the bearer of this Light. So I have to do it. Through love and by being grateful. (Valencia, 2005: pc)

They are wonderful beings

Below you can find an interview with Luis Ardaya Roca, psychologist and therapist, specialized in the children and young people of today, La Paz, Bolivia.

Luis, what strikes you most about the children and young people of today?

- Their purity, true love, integrity, nobility, ease of communication with the people who they feel can understand them and are not going to judge them. They feel everything more intensely and have lots of information, although unfortunately they sometimes cannot share it with their parents or the people around them because they do not understand it, and sometimes they even forbid them to talk about these issues. Sometimes they take them to doctors, psychologists, who do not know how to treat them, and they end up going to a psychiatrist.

Do they have a lot of information?

- A lot of love flows through them. It is extraordinary how they feel, observe, how they get messages, their way of communicating with all that is Light. Sometimes they achieve wonders without any guidance. They do it as they feel is the best, with pure love.

How is the spiritual development of children?

- In most cases these children are born with many spiritual qualities, with a strong desire to continue to grow; and to achieve this desire they do their own personal research. They are able to discover many interesting things by themselves, which fills them with love and light. There are some truly highly spiritual amazing cases. I have observed that the children of today receive many divine manifestations, direct communication with the angelic worlds.

What if one cannot understand them?

- If there is a lack of understanding and support, and they are not listened to, their personality is affected; they become more introverted, suspicious and

unenthusiastic. The situation gets even worse if there are lies and abuse. They become shy, and have many fears plagued by strong emotions, feelings and thoughts that are worsened by being unable to communicate with the outside world. They are very reserved, although very observant with people who talk about their issues. Once they become confident, they want to know more and more, they want all the information that can help them to continue their work. We must support them to organize and manage the great amount of information that they know so they can use it to fulfil their personal missions on planet Earth.

What future can we wait for with them?

- A very interesting and important one! Because, little by little, children and youth, without knowing each other, are attracted together by the force they radiate and this gives them strength. They find their path, first within the family, which they cover with that loving energy they are part of. Changes will begin to happen more intensely when they start participating in them. They are excellent teachers, not only for parents but for all of humanity, thanks to the messages and communication they constantly receive from other higher levels. There will come a point when they no longer feel isolated because there are more and more being born. We must understand that every second there are more and more of them being born! And understand what that means in terms of our own preparation as divine multidimensional beings and what it means for humanity as a whole.

Do you have any recommendations?

Ah yes, many!

- First, to pay attention and give them support. To always be in constant communication without pressuring them. Do not impose them anything. Do not damage their inner being!

- Second, to provide updated information for parents, to reach all parents, house by house, with appropriate information and without making profit out of it (make sure the issue does not become commercial).

- Third, provide this information to education centres; provide all the necessary information to help understand that these children are not TROUBLE. The opposite, they are wonderful beings.

- Fourth, to campaign for all citizens, by all means try to disseminate the information to assist parents, educators and professionals and all of society in general. (2005: pc)

Martin Valencia^[10], 16 years of age from Cuzco, Peru, warns:

Now is the time. It's time to expand consciousness, time to return Home. It's time to know who we are, beings of Light. For this, I would say that the most important thing is to develop our love; unconditional love for all beings, from the most ignorant to the wisest, and from the dark to the light beings. Unconditional love, without making any distinction. Here is where the greatest strength of humanity resides, in our capacity to love without limits. This is just something we have to remember, you do not need to develop anything, because everything is already here. Observing things from any perspective, even from the most selfish one, we can understand that everything in our nature is perfect. This is how we could become one and end all our discussions. We must begin from there. This would be my advice. Many kisses and hugs, and all the love from my eternity to yours. (Valencia, 2006: pc)

1. http://www.ninosdegracia.com.ve/articulos/son_un_cuento_los_ninos_psdechima.asp ↵
2. www.spiritofmaat.com/archive/oct1/inge.htm de Drunvalo Melchizedek. ↵
3. Photo of children learning with their eyes blindfolded, files Pedagoogia Asiri-3000. (infoindigoasiri@gmail.com) Also check the website: <http://www.spiritofmaat.com/archive/oct1/bronnkov.htm> ↵
4. Excerpted from the website in English: www.spiritofmaat.com/archive/oct1/inge.htm of Drunvalo Melchizedek. In English, also see from Drunvalo Melchizedek, The Super Psychic Children <http://www.spiritofmaat.com/archive/oct1/toc.htm>, New Children Mother Earth. ↵
5. ddegoumois@gmail.com, <http://www.lafuerzadevida.org> ↵
6. Trigueirinho, 2003^a. Un llamado a la Humanidad (A Call for humanity). Ed. Kier. Argentina ↵
7. Summary excerpts taken from the article that appeared for the first time in Sedona Emergency Release, August 2001 edition. The author of this article can be contacted at the website: www.starchild.co.za and <http://manantialcaduceo.com.ar/libros.htm> ↵
8. See more on this interesting subject in <http://www.manantialcaduceo.com.ar/libros.htm> And in <http://www.buenasiembra.com.ar/cosmobiologia/> That's going to get you out of the blues! ↵
9. E-mail: mar21_10@hotmail.com ↵
10. Email: mar2110@hotmail.com ↵

CHAPTER 13

How to welcome today's babies?

Welcome little one.

I want you to know that you are loved and supported in this journey.

I'm talking from the other side of my eyes,

from the eternity that is in me with the eternity that is in you ...

You'll never be alone, you are connected to the Total Unity.

I honour your decision of coming through me.

Traditional welcome words from the indigenous people of Australia at the time of birth

1. What do babies need?

The baby's room

How to prepare the Baby's room? You must not put too many things in the room or where they spend most time. It is convenient to take away:

- The furniture that is not useful anymore.
- All the things we do not use, which are broken or not working.
- Mirrors.
- Old things.
- Television, radio, electromagnetic devices and objects that emit unsettling noises.

Do not smoke or drink alcohol where the baby is. Never shout in front of them, nor have arguments or other violent situations. Do not even have a bad thought or a moment of anxiety. The baby will immediately perceive it.

Add objects of vivid and natural colours that vibrate like red, orange, peach, apple green, yellow, because they are the colours of the earth which will help the baby to feel grounded. Demystify the use of blue and pink.

Their bath time is very important. Mary explains that her three month baby:

Juan takes a bath with classical music and we begin to visualize. For example I say, Juan look how the mermaids dance! They are happy and have different colours. We feel the water, listen, see the colours and feel the love we have for each other. It is a beautiful moment. Sometimes I put flower petals, roses, essences, natural objects which float on the water ... He loves it. And me too, it takes away the stress I build from work! “. (2005: cp)

Physical contact, emotional security

Hugs and a lot of physical contact are important, during the day and night. At night, there is no problem for them to sleep in their parents' bed when they need safety and security (or as close as possible to the bed). It will make them feel secure for the rest of their life.

Parents and adults should know how to understand them when they are crying. It sometimes happens that babies cry for reasons other than a dirty diaper or hunger; it may be because they feel an uncomfortable energy around them, for example, when there are inharmonious emotions in the house, like anxiety, obsessive thoughts or a fight.

Babies love their father, mother and adults in general to sing and talk to them; to remind them that they are beautiful, loving and caring beings. It is important to surround them with harmonious sounds, like bells, horns, a sweet and loving voice. Let them listen to good music (not children's music, it is boring). Speak clearly to them; avoid children's words like ga-ga-goo-goo. Remember that at a young age, babies can easily get bored; they like to walk around to experience and feel different things but try to avoid rough, polluted and ugly places. They can feel and perceive everything.

To help them sleep: first calm yourself; visualize beautiful things like a rainbow, beautiful light, gold, pink, dolphins, while the child walks around. It is important to sing to them, the sound of the voice reassures and calms them.

Dr. Roxana Espada, a paediatrician at the Children's Maternity Hospital of Los Andes, in the city of El Alto, Bolivia, said:

Babies can perfectly perceive their mother's mood. If the mother is nervous, stressed, anxious, with problems, they get restless and sad. I hold the baby to reassure him/her. I always speak to them as an adult. I recommend the mothers to be very patient. Mothers know what happens to their baby, but they must first try calm down. (Espada, 2005: cp)

Spiritual security

Spiritual security is to remind the baby as often as possible where they come from. Tell them several times a day, verbally or mentally, “You come from the Light, you are a being of Light. You're divine, your essence is Light. You're a little child of Light and Love, your function on Earth is to radiate this Light and Love, no matter what happens. I honour your presence here, thanks for being with us, etc...”. What usually occurs is that the people who live close to the baby are only concerned with the material aspect. The kind of conversations the baby hears are about the dirty diaper that needs to be changed ... again! About how expensive life is, especially disposable diapers!, about how tired and annoyed the adults are, etc.. This disturbs the baby who is still very connected to where they came from. Talk to them about light, love, peace on earth: how we were waiting for their arrival, how we honour their decision to come here, etc ... In our own words and from the heart.

To welcome the children of today as they deserve, it is essential for the parents to be prepared, to assist classes, form support groups with therapists. We must guarantee the best quality for the conception, pregnancy and childbirth.

A very important moment is the reception of the baby during birth, when it takes their first breath. It is a special moment, where we welcome them, mentally or aloud. We should honour their presence among us and assure their protection and wellbeing. This welcome can be done by an intuitive and sensitive mom,

dad, friend, or nurse. It could even be a new function: therapists who welcome today's babies. How beautiful! To tell them that they are safe and loved; and that they have been waiting for their arrival. To thank them. It is advisable to rest the new-born on the mother's chest and for the atmosphere to be calm, focused, without noise or unnecessary words (both from the family and the doctors) and with respect. With a comfortable temperature, preferably with soft music, a dim light, a very clean room, without any chemicals and with a pleasant smell. This will make them feel in peace and calm. Add some flowers. Let the child listen to the father's voice and for him/her to stay in his arms as he expresses his love for the baby, this is very important. Then let the child take his/her mother's breast if they desire. They should only move the baby to bath, dress, measure or weigh them, this has to be done with care, tenderness, love and gentleness. Talk to them in a soft voice. Then for about 40 days, avoid too many visits. This period is sacred and should be held within the family (including their spiritual family also).

You may add specific drops of Bach and California flowers to help the baby to gently and confidently incarnate. (For example, *Manzanita* and *Rosemary*).

Babies cry because this planet is very difficult

Flavio Cabobianco wrote at the age of 8:

Babies cry because this planet is very difficult. A baby tries to express themselves through telepathy, but it does not work because everything here is very dense. He can see everything, the bad and the good, the false and true. On other planets you can see whatever you want. Seeing is a way of saying, as there are no physical eyes, one focuses on what they are interested in and you can make it go away whenever you want. The new-born is scared, locked in this physical reality. They miss the essential unity from where they come from, so they get strongly attached to the people who take care of them. Parents become their Supreme Being. Parents, who only believe in matter, increasingly involve them in the physical world. By teaching them to speak we limit their mind. (Cabobianco, 1991:6)

Angel Buenaventura, Colombia, recommends:

For the parents who are waiting for a baby, I recommend them to *work within* to balance their being. To free themselves from fear, guilt or worries. To become more subtle. Earth is evolving. We need highly spiritual Mothers and fathers. It is an evolution (or re-evolution) of light, from one dimension to another. The changes are already happening very fast. (Bonaventure, 2005: cp).

Maricarmen Delgado, a young mother and a psychologist from Bolivia, speaks about the need to free the children:

I understood that I had to *deliver* my baby because it is not mine. And that is what he telepathically told me (the baby was four months old during the date of the interview): "I am not yours." He has a mission and I have to let him fulfil it. Mothers have to allow the child or baby to fulfil their life purpose. Sometimes we tie them because we see they need love, much love, and we stick next to them, we do not allow this invisible umbilical cord to be cut and for them to be free. Leave them, let them be free. My baby tells me, "Do not worry Mom, I'll be fine. Let me go. I belong to Life. I'm not yours." (Delgado, 2005: cp)

2. The *Continuum* and a happy baby

The following texts of *continuum* have been taken from Jean Liedloff's book, *The Continuum Concept. In search of our lost wellbeing* and the web page:

According to Jean Liedloff, the concept of *Continuum* refers to the idea that to attain optimal physical, mental and emotional human beings, especially babies, we need to live the adaptive experiences that have been essential for our species along its evolutionary process. For a baby these essential experiences are:

- Permanent physical contact with the mother (or any other relative or carer) from birth.
- For the baby to sleep with their parents, assuring a constant physical contact with them, until the baby decides otherwise, which usually occurs at about the age of two.
- Breastfeeding the child whenever he/she demands so.
- For the baby to constantly stay in somebody's arms or close to their body until the baby starts to creep or crawl by him/herself, which usually happens when they are about 6-8 months old.
- To have a caregiver to meet the baby's needs without judging or overprotecting them. The baby must feel that their needs must be guaranteed without them being the centre of attention.
- To make the child understand that they are innately social and cooperative beings, and at the same time encourage their instinct for self-preservation. It is also essential for the baby to feel that it is welcomed and loved. The babies whose *Continuum* needs have been satisfied from the beginning, through a constant caring physical contact (being held), develop a strong self-esteem and are much more independent than those who have been left alone to make sure they do not become too spoiled or dependent. (Liedloff, 2006: e)

Raul Cruz said about Jean Liedloff's book and her concept of *Continuum*:

I found it wonderful. The concept of *Continuum* is truly simple. We could regain our lost wellbeing if we were able to raise them up properly; this is the real reason why humanity has ended up drowning itself in its intellect, limited and impoverished. We need a new awakening! This book can help you by reopening your eyes to a fundamental aspect of humanity: parenting. (Cruz, 2006: e)

The baby's emotional security will remain for life

All us men and women, scientists and professionals who work in different fields of life and knowledge, parents concerned with the world in which their children will be raised in, feel the necessity to make the following declaration:

Certainly it is common for the babies in our Western society to cry, but it is not true that this is *normal*. Babies cry when something upsets them, they need to sleep, feel fear, hunger, or, also when there has been a lack of physical contact with their parents and their emotional environment.

Crying is the only mechanism that babies have to tell us that they are not feeling well, whatever the reason is; in their expectations, their *phylogenetic Continuum* they expect that the crying will be addressed, as they have no other way to express their discomfort, they feel they cannot solve these problems themselves.

The new-born's body is designed to have on their mother's lap all they need to survive and to feel taken care of: food, warmth, contact. For this reason, they have no notion of waiting, because when they are in the right place, they should get everything they need. The baby who has been raised close to their mother's body does not feel in need, hungry, cold, lonely and hardly ever cries. As Jean Liedloff says in *The Concept of Continuum*, the baby or child's place is not the cradle or the stroller, but the *human lap*. This is mainly true during their first year of life and during the first two months it should be nearly constant. Later, the laps of other people within the environment can be substitutes for a while. The actual development of the baby indicates the end of the symbiotic period: when the ossification is completed and the baby begins to walk. Then, slowly they begin to become autonomous and end the symbiotic state.

Never leave a baby crying, it is torture for them!

A nursing infant consumes the appropriate milk for their digestive system and can also regulate the consumption they need. Babies who were raised on their mother's lap do not usually have digestive problems.

If a baby is crying and nobody attends him/her, they cry more and more desperate because they are suffering. There are psychologists who claim that if a crying baby is not attended after more than three minutes, their integrity and confidence in their environment will be damaged. Parents who have been educated in the belief that it is normal for children to cry and that they should be left to cry to get used to it, try to become especially insensitive to it, although in many cases they cannot stand the crying. Naturally, if we are near them we can feel their pain and suffering as if it were our own. The pain becomes unbearable for us. We have not been totally dehumanized yet. Therefore, the behavioural methods propose to go slowly, so we can progressively digest that mutual suffering. This has been called *administration of torture*, as it is true torture we inflict on the babies and ourselves, no matter much we disguise it as an educational or paediatric concept. In the 90's Several U.S. and Canadian scientists (biologists, neurologists, psychiatrists, etc..) conducted various investigations of great importance in relation to the primary stage of human life. They proved that physical contact between the baby and the mother or other relatives, produces chemical modulators required for the formation of neurons and the immune system. That is, the lack of physical affection disrupts their appropriate development. Babies cry when they are left alone in their cribs to demand what naturally belongs to them. In the last fifty years, western civilization has created a culture and habits driven by the interests of multinational companies, which encourages avoiding this essential human contact to dehumanize people from a young age. When human skin is replaced by plastic and human milk by artificial milk, the baby becomes more and more separated from his/her mother. They have even made baby listening intercoms to control the baby from a distance. The industrial and technological development has not been applied in favour of the wellbeing of children, instead it has extremely robotized the mother's role.



Co-sleeping offers security and happiness to babies

Also women's maternity has increasingly become more medicalized; what should be a beautiful stage of our sex life has become a painful disease. With these new medical protocols, women numb their sensitivity when they are in contact with our bodies, so we have lost an essential part of our sexuality: the pleasure of pregnancy, childbirth, breastfeeding. In parallel, we women have agreed to be part of the masculine labour system, made by men and for men, and therefore it excludes motherhood maternity. In this industrialized society, maternity has been limited to the private and domestic environment. However, for thousands of years women have worked and done their activities with their babies close to their bodies, which still occurs in non-westernized societies. The image of the woman with her child has to return to the public, working and career areas, to avoid destroying humanities' future and development [...]

We should have a great respect and gratitude towards the crying of the baby, and to humbly think that they do not cry just for the sake of it or because they are naughty. They are teach us what we are doing wrong.

We should recognize and trust what we instinctively feel when a baby cries, because our mind can get easily confused, but is more difficult for our inner perception to get confused. The baby's appropriate place is on our lap, both the baby and our instincts agree on this.

Finally, it is not true that co-sleeping (the practice of allowing babies to sleep with their parents) can be a risk factor for the phenomenon known as sudden death. According to The Foundation for the Study of Infant Deaths most of the infant's sudden deaths occur in the crib. Therefore statistically it is safer for the baby to sleep in bed with their parents than to sleep alone. (Liedloff, 2006: e) 3 bis

An example of massages for babies, Shantala massage

By Dr. Frédérique Leboyer, French obstetrician, translated by Adrian Hensen (Bariloche-Argentina4):

Shantala is the western name to describe an ancient Indian massage technique for babies and it owes its name to the woman who taught all her knowledge to Dr. Frederick Leboyer, a pioneer in the theories of birth without pain, during his trips in India. It is a technique based on the knowledge of Indian mothers who have perfected it over millennia, teaching it from generation to generation, from mother to daughter, in order to facilitate the development of their children during their first months of life. In practical terms, it can be described as a set of movements applied by the mother's hands on her baby, as if they were simple massage to give pleasure. But this technique is much more than that. It is an art. An art whose main tool is the profound love that connects two people together. They are not just two random people, but two souls who will be together by a unique, enduring and pure love, the love between a mother and her child. It is a profound way to communicate with him/her, to express your feelings of love, protection and support, which they need to cope with the emotions that they are going to have to experience during their life outside the shelter of the womb. They are a series of precise movements, which are applied in a certain sequence and detailed environmental conditions. Each movement brings a specific benefit for the baby and its development. So, gradually, it enhances their communication and adaptation with their environment, their organs and immune system to develop correctly, the stimulation of their senses. And as the baby grows, the more benefits begin to emerge: they easily adapt to different food diets, rest for hours, get their teeth without fever and pain and develop the correct posture of their spine and hips at the time they begin to walk. There are many more physical benefits that can be observed, but above all, the most important achievement is the emotional balance it will give to our child, to help them to easily adapt to the new life which they are about to live. It is not hard to learn.



Baby in the *Padmasana* position

3. My grandson is a blessing!

Fide Valdivia, a Bolivian grandmother, comments about her three month grandson:

He is a little boy who brings happiness. He is a blessing. He is so awake! For us it was a blessing from God for this baby to come. He has brought many very positive changes in the family's environment. The changes were tremendous, especially for my husband. No words can describe what one feels with the baby. He has brought love, family unity, and friends. The house is full of love. This baby is like a *nucleus*. We are surrounded by him, he has united us. He is like

a unifying center. I am very proud of him. People are irresistibly attracted by him. (Valdivia, 2005: cp)

Now let's listen to the grandfather, Don Jaime Delgado:

For me he is a beauty, a blessing from God. He talks with me a lot. He stays at my side and we talk. How can we talk? Despite only being three months old I ask him as adults, "How have you been, how did you sleep, how do you feel?" And he answers back with a gesture, a smile and his *gu gu*. I speak very clearly, vocalizing well. He wants to imitate my gestures. He is a beauty. He completely changed me. With the arrival of my grandson all our problems have seemed to be solved. Beautiful things are happening, especially for me. I find it hard to go to work, I say goodbye two or three times and if I can I say goodbye once more time. He has awakened happiness, love and care in all of us. He is very special. Oh, one recommendation, Jaime says with a naughty smile, 'we must not spoil them too much, although it is very difficult. It is important to believe in the Supreme and have great faith. (Delgado, 2005: cp)

When he was born, his gaze was so powerful that he made me want to take a step back

Here are excerpts from interviews with the parents of the child, done in November and December 2005:

- *Mother*: his birth was very long ... four days! and extraordinary events occurred which I cannot comment on; the doctors thought I was *hallucinating*. But I wasn't, I was fine, as if I was sent to another plane. The baby was born with his eyes open and stayed awake all night. In fact, because of the birth he did not sleep for a whole night and day. The second night he slept a little. In fact, the first week he almost did not sleep. When he was born, I felt he was a great blessing. He looked at me and his gaze was so powerful that he made me want to take a step back. He had a very deep gaze. He did not even blink! He is a wonderful human being. This baby teaches me patience, to be in a good mood. To receive these babies one needs a lot of preparation, and neither his father nor I feel we are prepared enough.

- *Dad*: Yes, definitely, I recommend future fathers to prepare themselves. For them to learn how to be patient and to stay calm. To talk, read, learn about what to expect of the children who are arriving now. It's not like before! I went crazy, especially because he did not sleep!

- *Mom*: I recommend pregnant mothers to practice relaxation techniques, especially to be in contact with the earth (to lie down on the lawn, for example). To learn how to breathe correctly and to work with their emotions. It was very, very, very intense hard work with myself, my partner and my parents (and I am a psychologist!). Everything moves. You have to learn how to flow. I was going to receive a new being, so I felt I had to heal myself physically and emotionally to receive it in the best conditions. These beings that are arriving now are very subtle. They come from very subtle places. (Delgado and Salinas, 2005: cp)

Amaru happy with his grandfather

PART V

PEDAGOOOLOGY 3000®

Pedagooogy 3000

*We are creating skilled professionals, not skilled human beings.
Behind a doctor, a politician, a priest, etc.
BEHIND, we have to consider a human BEING.
The problem nowadays is the lack of transcendental values,
that would lead to a 'Pragmatic Spirituality and a meaningful Matter'.
That 'something' which would cast a sacred glow on everything;
On every task, on every activity.*

Juan Angel Moliterni

CHAPTER 14

1. What does Pedagogy 3000 consist in?

What is Pedagogy 3000?

Pedagogy 3000

is an educational *synergy* centred on the children of today and tomorrow, which takes into account all their differences, their specific needs, their new ways of learning and being. It is a constant quest for providing teaching tools that will support the well-being and harmonious and *global-affective development* of babies, children, young ones, parents, teachers and the rest of society all together. It is a flexible education based on the new paradigms of the 3rd Millennium and capable of adapting itself to a new social, cultural, economic and ecological environment.

Pedagogy in expansion

Pedagogy 3000

is a *developing* educational approach that evolves as the millennium goes by. More than a new theory, a new teaching technique or a set teaching approach, it is a never-ending *opening* that gives us the opportunity to understand and meet the different needs of today's and tomorrow's pupils. In other words, *Pedagogy 3000* is an *attitude*, a never-ending *evolving* and *developing* "understanding-action".

Pedagogy 3000, inclusive by nature, offers to gather and take the best of the very different teaching methods and techniques, including the past, present and future ones, as long as they contribute to a global and harmonious development of the Being.

All these methods aim at developing, on a global level, the Being through a bio-integral, multi-cultural and enjoyable education.

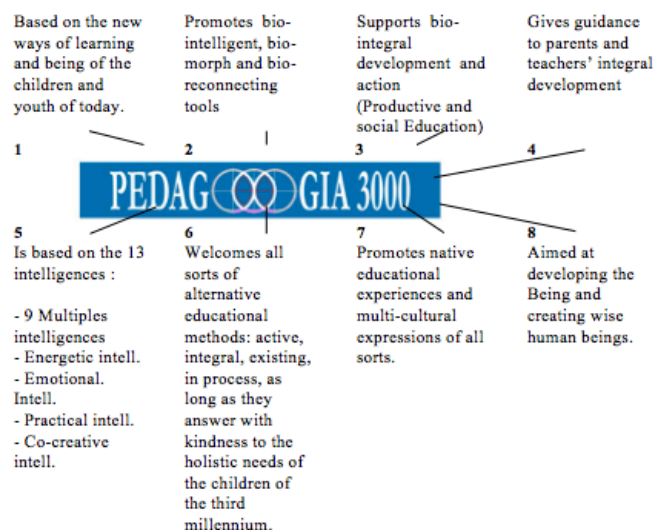
Together and in synergy with an active international team of global support for a new education, Pedagogy 3000 co-re-creates new (and not so new!) educational procedures of bio-intelligent, bio-morph and bio-reconnecting nature which point to the integral development of the Being.

We intend to concentrate on babies, children and the youth, because they are the ones who are going to implement the changes in the next decades... We are forever observing and listening. Let's hope that our attention, tenderness, humility, consciousness and respect will be the source of new teaching tools! Our main principle is universal and unconditional *Love*. As children change, as we get to understand them better, as consciousness expands, our understanding will change. Pedagogy 3000 is constantly looking for more educational tools based on the real needs of the children of today and tomorrow. It is flexible and open to the children as well as to the new parameters of the third millennium.

Pedagogy 3000 is a constantly evolving and developing *attitude*.

The eight principles of Pedagogy 3000

At the moment, Pedagogy 3000 relies on eight essential principles as they are mentioned in the following chart:



Conceptual map of the 8 principles of Pedagogy 3000

1st principle: *An Education based on the new ways of learning and Being of the children and youth of today.*

Pedagogy 3000 is based not only on new ways of learning and Being, but also on the vision of today's children and youth. This was developed in the first part of the book. Those characteristics are the logical outcome to Pedagogy 3000; they are its corner stone and its reason of existence.

2nd principle: *An Education that promotes bio-intelligent, bio-morph and bio-reconnecting tools.*

What makes Pedagogy 3000 original is the promotion of bio-intelligent or bio-recreational, bio-morph o resonance techniques and bio-reconnecting tools, and the intention to implement them progressively at school and at home. These techniques are meant to develop the physical body, the right hemisphere of the brain, emotional intelligence, energetic intelligence, art in its sacred aspect and the spiritual dimension of the human being. They should be used in an educational or therapeutic environment as they promote states of wellbeing and deep relaxation. They highly free all kinds of traumas and automatically reinforce

the emotional intelligence. They are based on the activation of the pituitary and pineal glands, the use of alpha and theta brain waves during the learning processes and the development of psychic, intuitive and spiritual fields. They facilitate a direct access to knowledge and the morph fields (mega-knowledge) by its resonance effect.

3rd principle: *An Education that supports bio-integral development and action (Productive Education)*

Pedagoogy 3000 supports bio-integral development and pays special attention to the ten development levels that are necessary for children and adults. These levels are: physical, emotional, social, multi-cultural, ecological, ethical, aesthetic and creative, cognitive, intuitive and spiritual.

Bio-development because it goes with the flow of life and it respects all forms of life (human, animal, mineral, plants and others), it honours the Earth (Mother Earth or Pachamama) and understands the interconnectedness of our environment at all levels.

Integral development because we understand that dissociation is not positive to cultivate a healthy human being and that all the levels of the Being must be attended. Bio-integral development succeeds in harmonizing the right and left hemispheres of the brain and uses the 13 intelligences to obtain Action automatically.

Pedagoogy 3000 encourages *action, productive education* and consequently *transformation*. An education that does not encourage action and changes, inside and outside the Being, is not really an education but a mere and sterile theory, says Zachary Lansdowne:

A theoretical education, based only on reading and instructions, is just a way to escape reality (...) It is just an illusion of progress; a mechanical realisation. True education produces changes in the students' lives. (Lansdowne, 1993: 54).

4th principle: *An education that gives guidance to parents and teachers' integral development.*

Pedagoogy 3000 gives guidance to teachers, parents and society in general towards a wellbeing and integral development. It is a lifelong education, from cradle to grave. It hopes that all the protagonists of the present educational system will fully and happily benefit from the extraordinary changes that our planet is experiencing.

5th principle: *An education based on the 13 intelligences*

Pedagoogy 3000 evaluates the advantages of systematically using the nine multiple intelligences of Howard Gardner and Thomas Armstrong, the energetic or intuitive intelligence, the emotional intelligence of Goleman, the practical intelligence and the co-creative intelligence.

6th principle: Pedagoogy 3000 welcomes all the other educational methods.

Pedagoogy 3000 welcomes all the different educational approaches, including the past, present and future ones, as long as they can meet with kindness the holistic needs of the children of today. In chronological order, here are some valuable educational experiences^[1]:

- The Pestalozzi method, Johann Heinrich Pestalozzi, 1746-1827, Switzerland.
- Montessori, Maria, 1870, Italy.
- Rudolf Steiner (Waldorf) 1861-1925, Austria and Germany.
- The teachings of Celestin Freinet, 1896-1966, France.
- The Kilpatrick method (based on Dewey's theories), William Kilpatrick, 1918, United States.
- Vygotsky Advanced Teaching, 1924, Russia.
- The Etievan Educational Model of Nathalie de Salzman (based on the ideas of George Ivanovich Gurdjieff), 1950, Russia and Venezuela.
- Bio-Centric Education, Rolando Toro, 1965, Chile.
- Suggestion-pedia, Georgi Lozanov, 1966, Bulgaria.
- Superlearning, Sheila Ostrander, 1979, United States.
- Pierre Weil's philosophy and Unipaz, 1980, Brazil.
- Multiple Intelligences, Thomas Armstrong and Howard Gardner, 1980 United States.
- Shichida method, Makoto Shichida, 1980, Japan.
- NLP for trainers and teachers.
- The Creativ. Natalio Dominguez, 1982, Venezuela.
- IDEJO, Fernando Mirza, 1986, Uruguay.
- Liberating education, Paulo Freire, 1992, Brazil.
- The Sintergetic, Jorge Carvajal, 1992, Colombia.
- Brain Gym, Paul Dennison, 1996, United States.
- Committee for the Democratization of Information, 1993, Rodrigo Baggio, Brazil.
- Learning Communities, 1996, Spain.
- Systemic Education, 1999 Germany, Mexico.
- ASIRI, Ivette Carrion, 2002, Peru.

At a practical level, it would be interesting for teachers to have notions of these methods. It will help them to have practical ideas to apply during their classes. All these systems are very valuable. Sometimes they need adjustments and updates according to the children and their ecological, technological and cultural environment. Sometimes one should just take a few elements that concern them at a moment. It is important for the teacher and the children to be comfortable and for the teachers to have appropriate practical tools, common sense, creativity and above all love, dedication and passion for their work. The human quality is more important than the pure technique to enter into this new millennium.

7th principle: Pedagoogy 3000 promotes educational experiences of native people and multi-cultural expression of all sorts

Pedagoogy 3000 promotes some of the educational experiences of the native indigenous peoples and encourages multiculturalism, what in Bolivia is called the intra-multiculturalism, in all its aspects. Some teaching methods of the original indigenous peoples are still based on ancient knowledge, and it presents concepts and applications that are very interesting and relevant in the entry of this third millennium because they introduce multidimensional learning and the connection with the heart.

Pedagoogy 3000 welcomes and recognizes the cultural richness that we all carry within us. It accepts and respects all of us. It promotes also "intra-culture", which means knowing and valuing one's own culture. Indeed, you can only consider all the other human beings as brothers and sisters if you first accept

yourself, if you are proud of *your own cultural identity, your own language and your own cosmo-vision*.

We understand multiculturalism as the harmonious coexistence of all, the *Great Everything* and its manifestations, this is, animals, plants, minerals, water, air, fire, mountains, forests, lakes and the cosmos in general, in all its different dimensions. We recognize all as brothers and sisters, regardless of ethnicity or race, no matter where they come from. Although this is a global and planetary change, we understand that diversity is an essential and valuable contribution to the growth and enrichment of humanity as a whole. If we systematically integrate multiculturalism into the educational system then we will be promoting a future world brotherhood and the Culture of Peace.

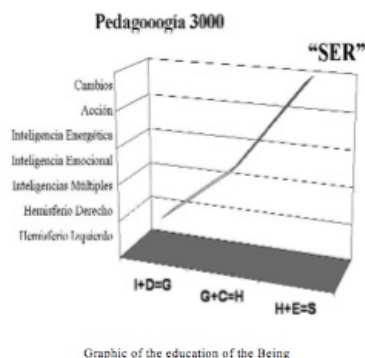
8th principle: *Aimed at developing the Being and creating wise men.*

Pedagoogy 3000 points towards developing the Being and raising the consciousness. It has a double objective:

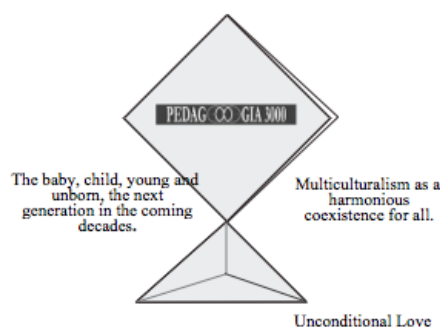
- To reach a state of plenitude, or let's say, to contribute to everybody's personal development.
- To raise the level of consciousness on Earth through the active support of the collective evolution.

We are focusing on babies, children, teenagers, those who are already here and those who will come. We are doing our best to transform our attention, tenderness, humility, consciousness and respect into new educational tools!

Pedagoogy 3000 is a *learning-learning* system because it implies that everyone is in a constant process of learning and growing, both students and teachers, in a reciprocal, loving and horizontal relationship. It is *creative*, because it adapts with flexibility and ingenious to the theoretical framework, according to each social, cultural, technological, economic and ecological environment.



To conclude, we illustrate Pedagoogy 3000 with the following three foundations of the picture:



The implementation of the Four UNESCO Pillars

Pedagoogy 3000 is the implementation and development of the Four Pillars for a new type of Education described by Jacques Delors in a report ^[2] for the International Commission on the Education of the 21st century of UNESCO:

Education, a treasure can be found in it.

The four pillars are: *To learn how to know, to learn how to do, to learn how to live together and to learn how to be.*

To learn how to know

: Considering the fast changes brought by scientific progress and the new developing economic and social activities, it is important to reconcile a solid general knowledge with the possibility of studying in-depth a few specific subjects.

To learn how to do: Beyond learning a job or profession, it is better to acquire a skill that will be useful to face various and unexpected situations, transferable to *team work*; a dimension neglected in the education methods today.

To learn how to live together: By learning more about others, their history, their traditions and their spirituality. From there, a new spirit can emerge. Thanks to the perception of our growing interdependence, to a shared analysis of the risks and challenges of the future, this new spirit will lead to the implementation of common projects or to an intelligent and peaceful handling of inevitable conflicts. Some will call it Utopia, but it is a necessary and vital utopia to get out of the current dangerous cycle fed by cynicism and resignation. The Commission thinks, indeed, of a creative Education able to find this new spirit. However, the three other pillars of Education have not been neglected; they provide somehow the basis for learning how to live together.

To learn how to be. This was the prevalent issue of Edgar Faure's report published in 1972 with the support of UNESCO. The recommendations made at that time are still very relevant today. The 21st century will demand for all of us to be more autonomous and to have more critical thinking, as well as feeling more responsible for achieving our collective destiny. Another imperative underlies the present report: not to leave any talent unexplored, as they are like treasures lodged in every human being. Without being exhaustive, we can name: memory, reasoning, imagination, physical aptitudes, sense of beauty, communication skills, an animator's natural charisma, etc....It confirms the necessity to better understand oneself. (Delors, 1996: 10)

INTERACTIVE ACTIVITIES

No. 13: Magic formula

1. Here we propose a formula that will clarify where Pedagogy 3000 is aiming towards:

$L + R = G$ Left Hemisphere plus Right Hemisphere. The integration of both hemispheres gives us a **Genius**.

Although just being a genius in itself is limited and can even be dangerous.

$G + H = HB$ Genius plus Heart gives us a **Humanitarian Being**.

$HB + S = WB$ Humanitarian Being plus Spirituality gives us a **Wise Being**.

2. Develop your own formula:

2. Bio-integral development, ten levels to consider for the blossoming of the Being.

The bio-integral development focuses on the Being. It develops, takes care and combines harmoniously and in synchronicity the ten following levels:

1. Physical
2. Emotional
3. Social
4. Ethical and multi-cultural
5. Ecological
7. Aesthetical and creative
8. Cognitive
9. Spiritual
10. Intuitive

For educational purposes, each of these ten levels will be presented separately, although they are intrinsically linked to one another. As a teacher (and an individual), it is useful to get a detailed presentation that systematically covers every aspect of bio-integral development, and allows us to integrate them in the school curriculum as well as in our personal life.

Physical development

Physical development refers to neuro-kinesiology or educational kinesiology. It can be practised through exercises that will facilitate the flow of biological electromagnetic energy through the whole body and also will help to re-establish neurological connections between the body, the brain and the heart. This means, a good physical development has more to offer than simply building muscles and having physical resistance; it is directly linked with cerebral functions and the integral pupil's growth.

Physical development also has an impact on the stimulation of the senses. All information passing through one of the five senses is transformed into electrical signals that stimulate and develop proportionally the nerve endings of the brain.

In general, physical activity results in:

- Less stress.
- Coordination, balance and strength.
- Self-control and self-discipline.
- Laterality or coordination of the two hemispheres as well as the right and left part of the body.
- Feeling centred because of a better coordination of the higher parts of the brain and the body.
- Concentration due to a better coordination of the rear and front part of the brain and the body.
- Less anxiety.
- Better relationship with the body and better acceptance of oneself.
- Development of the five external and internal senses.
- Prevention of diseases and strengthening of the immune system.

As mentioned before, it is necessary to pay special attention to the development and stimulation of the five senses: sight, taste (cooking, for example), smell (smelling essential oils, for example), and touch (modelling, massaging, touching stones, feeling the wind and the sun on the skin). For example, at Warisata Nursery School (1931-1940, Bolivia), children used to learn how to smell flowers. In another class they would climb up a hill and while they were learning how to smell and listen to their environment.

Carlos Salazar Mostajo, a journalist, teacher and collaborator at Warisata School, tells us:

In the classroom, as well as outside, children were experiencing their senses: sight, sound, moving their fingers, speech, and comprehension. They were playing manual games to acquire shape, colours, volumes and space perspective. Music and visual arts were the pillars of this teaching method made for developing psychomotor, affective, volitional and sensorial capacities; they were learning how to see, to observe, to listen. Once, I found the teacher, Norah Alarcon, on a rock with the children. They were all standing still, hypnotised like statues. She told me after that they were *listening*. At the end of the class, they all agreed that the countryside, apparently very quiet, was in fact full of noises. (Salazar: 1992)

Having a garden, looking after a pet, dancing, working on your movements, bio-dance, body expression, eating and drinking with consciousness and having a healthy sexual education are good activities to develop the physical aspect.

Emotional development

The children of today are very empathetic and need lots of affection. Emotional development strengthens their ability to perceive with accuracy and sensitivity:

- Themselves
- The rest of human beings
- Nature with its different aspects

The Emotional Quotient (EQ) is a priority. Indeed, as we saw before, a child suffering from emotional disorders will only retain 20% of what is said in the classroom. Emotional development pays a lot of attention to children's sensitivity, as well as their hypersensitivity. It helps them to balance their emotional reactions, which can swing from one extreme to another, ranging from great joy/excitation to depression/apathy.

It is particularly recommended to:

- Always build confidence: children's confidence, parents' confidence or the teacher's confidence.
- To check on interpersonal relationships at school and at home.
- To organize regular school Assemblies and Family Committees in a relaxed context. For example, the School Assembly could close with a recreational activity, a meal shared by children, teachers and parents or a meeting accompanied with ice-cream or a picnic.

It is important to also give value to the child's name (not to use any nickname or short name), to give them the habit of expressing themselves with positive statements, to teach them the importance of individual and collective salutation, of having a morning cuddle (or at any other time if necessary), of being diplomatic, courteous, friendly, optimistic and responsible. Their picture will be displayed on walls or on the parents' desk; their artistic work, degrees or achievements will also be exhibited or framed. For parents and children it is necessary, at that time, to control and keep an eye on their swings of sensitivity, anxiety and panicking.

Breathing exercises are essential. As it was mentioned previously, the mind cannot be controlled by thoughts, but by breathing. Deep and long breathes:

- Reduce tensions and relax muscles,
- Help to relax
- Relieve stress
- Help to adapt
- Give self-control

Once again, the most important element in a school is the teacher, the school staff and the parents' human qualities. As mentioned in the first part, no matter what the level of the school is, what really makes a difference is the teachers' human qualities. María del Carmen La Valle, from Buenos Aires, who has a degree in Educational Psychology, underlines:

Any kind of learning implies an affective link between the teacher and the pupil. The teacher's figure is essential as it represents a model and an example for the pupil. A teacher showing honourable moral values will improve the confidence of their pupils. A relaxed atmosphere where trust and affection are reciprocally shared is ideal to obtain good educational results. (La Valle, 2005: pc)

Social development

Social development includes the development of interpersonal intelligence, team and community work or neighbourhood engagement, solidarity and the notion of Service. On that point, there are four major areas to develop and promote:

- Productive education
- Creative leadership
- The new paradigms of the *community*
- Communication facilities

1. To reinforce a productive education. This means an education capable of integrating the school in social, rural, or city life. It gives the pupil an opportunity to actively participate in the social and economic development of the community or the family. Productive education gives value to technical skills and offers the satisfaction of doing *something useful*.

2. To promote a *Creative Leadership* [3] this can be defined as follows:

A huge individual and collective force called up to serve the Common Interest. This force can be applied within families, schools, secondary schools, universities, jobs, companies, institutions, communities, local associations, governments, nations or the United Nations. It is a way of Being and Doing that is totally suited to the highest requirements of integrity, quality and excellence. It will be totally necessary to be able to transform the education of the third millennium. (Walter Maverino,) [4]

3. To get familiar with the new paradigms of *Community* of the 3rd millennium. *Team work, solidarity and cooperation* will characterize the new era. We are going towards a universal consciousness. In fact, at an early age, children amaze us with the profound consciousness they have of social, economic, political and environmental realities. It is very important to listen to them, to talk with them and not to hide the realities of this world from them. We have to remind them that we are here to improve and change what does not work for us, whatever our age is.

4. To encourage children and teenagers to interview people and friends, to use multimedia communication facilities (and to be sure they have easy access to them) and to visit local radio and television stations in order to share with them their actions, their visions, their opinions, their ideas and their ideals.

At Warisata nursery school (1931-1940), Carlos Salazar says:

Children were learning how to combine, create and invent; they knew they were part of a community inside which they first had duties and then rights. They were learning the value of personal initiative, sustained effort, determination and solidarity. (Salazar, 1992)

It is good in a way to get children used to community work (at home, at school, in the community or in the neighbourhood) from an early age.

Multi-cultural development

Multi-cultural development is a natural dynamic. It is a link that includes many sectors and teaches us how:

- To know oneself.
- To learn about others.
- To learn from everything, from everybody, from *the Whole*.
- To gain experience on a technical, scientific and ecological level, by sharing new discoveries and thus, to re-discover some high-potential techniques and sciences to build a safe and peaceful future.
- To revalorise the concepts of equity, service, reciprocity and solidarity.
- To support world-wide fraternity and to promote a culture based on Peace.
- To re-learn how to have a holistic approach towards the human being and how to connect from the heart (both in Education and Health).

It is important to include local native traditions in every school curriculum in each country. Learning a dialect, for example, is very enriching. Studying one or two languages is a good way for children to be open to other cultures. It should be implemented straight away at nursery school, when the right hemisphere presents optimum capacity for languages. Why is it important to learn a native language at the beginning of the third millennium? Because of the ancient vibrations of its sounds and frequencies! Learning a dialect strengthens our identity, our roots, how to be proud of being "who we are"; languages transmit an inheritance that we are often not aware of. Finally, an issue worth exploring is the need to rediscover healing through sacred sounds, as explained in the following quote:

In the native languages II of the ancient people [Indigenous origin] there is an interrelation between the word and its vibration. If we give a space of communication to the original people, so they can express with love, not distorted but getting to the essence of these languages, it would cause a transformation. There are many native languages I which are ancient languages III that have been created by and for the vibration. Each word is linked to the vibration of the meaning of the word, object, sensation and the feeling identified with that word. (La Paz, 2006: ea)

That is, with these languages, the wise ones of the past printed the inspiration of the transforming power within the sacred words. It is like music therapy: the vibration is complete and it produces a reaction in oneself and in the society in which we live in, thereby propelling holistic transformation.

Ecological development

To take care of Mother Earth in all possible ways. To organise outdoor activities that will help preserve the environment (once a month at least). On this subject, María del Carmen La Valle, an Argentinian educational psychologist, emphasizes:

The children today have a highly-developed ecological consciousness. It is important for them to be in contact with Nature during their whole learning process. Through direct experiences of the different kingdoms (mineral, vegetal and animal) they will learn how to assume their active responsibility with the environment. They need to feel and to observe Nature and to experience regular agricultural tasks. (La Valle, 2005: pc)

Providing a multi-cultural environment as well as showing interest in ancient cultures will allow them to respect Nature and to feel and live with Mother Earth. Alfonso Choque, a representative of the Aymara's culture on the Sun Island (Isla del Sol) in Bolivia, says:

Children have to learn about these cosmic and telluric forces that will make them physically and mentally stronger. Children learn about Nature by themselves, nobody teaches them. It is necessary to respect Nature, the elements, the rain, the winds, the lakes, the rivers. One must love Nature, feed it, learn how to be in an inter-relation with it and give it grace at every moment of our lives. (Choque, 2008: pc)

Ethical Development

Here are some ideas to achieve a correct ethical development for children and the youth:

- To study the lives of great heroes and leaders. It is inspirational for children as it strengthens their ideals and their dreams. It helps them to be more aware of their own vocation (also called mission, personal project or life project).
- For example, to systematically reinforce their ethics and practise of humanitarian values at school and at home: truth, rightness, peace, love, non-violence under any circumstances, integrity, honesty, service, humility.
- To set up regular communitarian activities.
- To accept the other as he/she is, without judging him/her because of his/her differences. To always stay open-minded in order to learn from others. Again, it starts from acting as an example.
- To ensure the respect of elderly people. To bring together grandparents and grandchildren regularly so they can share knowledge.

Studying native people's values is enriching. For example: Which Andean principles could help us to develop ourselves personally and to develop the new society? Here are a few Quechua and Aymara examples; but in fact, these principles are universal and they can be adapted and developed by any culture:

- The analogy principle *Latunka*. *What is above is below*.
 - The principle of interaction and intercommunion of the Whole.
 - The Action principle: better to *act* rather than "*speaking for speaking*", "*thinking in a sterile way*" or "*criticising*".
 - The principle of reciprocity and the principle of community.
 - The *Amuki* principle; *Silence is wisdom*.
 - The *Chacha-Warmi* principle; the balance of the mind and emotions, of the physical and the spiritual, of the rational and the intuitive, of the ordinary world and the invisible one.
- It is also the principle of Ying and Yang
- The principle of Love.
 - The principle of *Ayni* or reciprocity principle (manifesting solidarity).

They are universal principles which each culture translates in their own way.

Aesthetic and creative development

This type of development is also extremely important now that we are entering the beginning of the 3rd millennium. It should be practised everyday with:

- Activities that require fine Arts, aesthetics, harmony and creativity; as a sort of "Art de Vivre"; another way to give love.

- The development of perception, intuition, aesthetics and creativity in order to transform ourselves into real multi-dimensional beings.
- All the activities used by the right brain.

If we practice regularly our aesthetic and creative capacities, we may contribute to developing our emotional dimension and balance our affective and emotional potential. Art is useful in psychological and energetic diagnosis. A drawing or any sort of artistic production is a way to interpret children's overall development.

Aesthetical and creative development prepares us to become active co-creators of a new humanity.

Cognitive development (or mental and intellectual development)

For teachers, it is the most interesting development to study. However, it is the level we will discuss the least. Natalio Domínguez did some interesting work on the Creativ, as well as for Ostrander and Schroeder who wrote about Super-learning 2000.

Dr. Domínguez, the Venezuelan father of a teaching method called Creativ, explains:

Creativ is an Integral Stimulation of the being for the future. It is an educational and psychological program made for discovering. (Domínguez, 2001: ea)

On the other hand, Suggestion Therapy and Super-Learning 2000 have several teaching tools to propose:

These techniques propose to use transpersonal processes that go beyond the individual's limits. All the educational, philosophical and psychological tendencies that consider humans as biological, psychological, sociological and spiritual beings – in other words a complete individual having all the necessary capacities, intelligences and the sense of responsibility to reach self-realization and self-development –. (Ostrander and Schroeder, 1996)^[5]

Psychic-Intuitive development

This type of development particularly suits the children of today who are gifted with acute intuition and extra-sensorial perception (the level depends on the age). We can develop our intuition through practical exercises of the right hemisphere, as it is taught by Dr Shichida's methods or ASIRI from Peru; or to create our own method of bio-morph tools, using games to develop vision and non-verbal communication techniques for example.

It is recommended that children have a daily energy exchange with nature, for them to wear clothes made of natural materials, to do regular exercise. It is important to ensure the energetic quality of the room where the baby, child, young person or oneself sleeps. It is important to teach children from an early age to balance their energy and to clean the energy of the spaces where they are, that is, to teach them simple techniques of psychological security and to manage their fears, especially, in case they have, their fears at night (see Chapter 11).

Spiritual development

*An activity that implies a form of development,
be it physical, emotional,
mental, intuitive or social, is
by nature spiritual.*

We refer to "Spiritual" here as ones relation with their Inner-Self (or higher-Self). Spiritual development recognizes the multi-dimensional aspect of the Being and its search for the *Essence*. It is different from a religious quest. We are all, by nature, spiritual beings. In fact, spirituality cannot be taught (mentally), it is like a *consciousness jump* that we can only experience.

Thus, it is necessary:

- To propose an education where real moments of re-connection with the Essence of Life, which is in all of us, are offered.
- To go outside with children, to take them to beautiful natural sites and let them connect with the Essence of Life.
- To give children easy access to the spiritual and esoteric subjects they are interested in.
- To study the life of great spiritual masters and to be connected with them.
- To find some time and space for silence and peace.

It is very interesting to discover with children the symbols, ancient codes, myths, mandalas, astronomy and astrology, Cosmo-vision, alternative therapies, music and sacred sounds, to organize trips to sacred sites and be in regular contact with Nature.

It is excellent to get use to an everyday relaxation moment (10 minutes for children; 20 to 60 minutes a day for adults).

Regular relaxation or meditation:

- Calm down our senses, the mind and our emotions.
- Make us feel *positive* and allow us to keep pure intentions throughout the day.
- Allow us to be radiant with peace.

It is important to listen to children's questions on existential and spiritual subjects, to pay attention to them and to look for answers with them if they feel the need.

Juan Ángel Moliterni^[6], Manager of the Claridad Centre in Argentina, tells us:

The answer is at the root of all cultures and it considers humans as part of a universal order. Only someone who is endlessly flowing with the Order, Higher Power, someone who values the right to be part of it and participate in it, can value themselves, their neighbors and respect their rights as well.

The quality of the events of our lives depends of the depth with which we are living every moment. We will then find a meaning to our lives and accept our experiences as positive and necessary stages to our evolution. *We are going through an era of profound changes*. We will be able to move on from these great changes with success if we are able to visualize our path, our aim and what is actually in the process of change. Our disruption comes from the frustration of searching for a meaning; in other words the need for humans to find a meaning to their lives. This quest, or desire for understanding, is an essential necessity for human beings. The human being is facing an existential emptiness, he is asking him/herself about the meaning of life and death and he has to find answers to the questions that life itself has been throwing at him, through his own actions, in order to assume responsibility for his existence.

If individuals do not try to *waken up their consciousness* in order to understand the nature of their global development and to participate in it, then they will soon feel like victims of their fate and will not be able to control their own lives. They can only feel free when they get to know themselves better and to understand how a single experience fits into the global development of their consciousness. (Moliterni, 2007: em)

Responsibility and new codes

Children born at this time will benefit from an education of responsibility because they are on the verge of being aware of the soul. One of the first signs of that contact with the soul is a rapid developing sense of responsibility. This should be taken into account because to be responsible of small duties and shared responsibilities, which always relate to some form of group relationship, is a powerful factor that determines a child's character and their future vocation. They all come to this earth to accomplish a particular task and to make some practical contribution to the community and to life as a whole. (Quoted by Juan Angel Moliterni, 2006: em)

You are the ones who have to adapt to them. They come with a completely new sensory equipment. They are the new humanity. They will need our understanding because their bodies have records that we do not have. They have the power to adapt beyond anything you can imagine.

Ray Sorigué

Instrumental summary of the bio-integral development

In the following chart we will present some practical ideas of the different levels of bio-integral development which were described previously. These are only some examples among many others of what can be set up at school and at home.

1. Physical	2. Emotional	3. Social	4. Ethical and multi-cultural	5. Ecological	6. Creative and aesthetical	7. Cognitive	8. Spiritual
<p>To practice :</p> <ul style="list-style-type: none"> . Physical and sport activities . Brain Gym . Dance . Massage (self-massages) . Songs . Development of the five senses. . Taking root situations... 	<p>To work on :</p> <ul style="list-style-type: none"> . Self-esteem . Self-control . Development of the positive thinking. . Development of the Emotional Intelligence. <p><i>Relaxation</i> <i>Breathing</i> <i>Art Expression</i> <i>Meditation</i> <i>Mandalas</i> <i>Laughing session...</i></p>	<p>To develop :</p> <ul style="list-style-type: none"> . communication tools (ex. languages) . Interactions within the community (CNV, courtesy, respect, diplomacy...) <p>To engage with:</p> <ul style="list-style-type: none"> . responsibilities . community works (services) . inter-generational activities <p>To encourage written or spoken productions (newspapers, interviews...)</p> <p>directed at</p>	<p>To accept : (To know) one's own cultural identity :</p> <ul style="list-style-type: none"> . Social codes, . Traditions, . Cosmovision... <p>To know</p> <ul style="list-style-type: none"> . To transmit one's culture <p>To learn about different cultures.</p> <p>To learn Languages (including dialects and local languages).</p> <p>To know about History:</p>	<p>To organise outings : in nature (ecological, botanical paths, ...)</p> <p>To lead ecological actions:</p> <ul style="list-style-type: none"> . Sorting out, . Saving, . Cleaning.... <p>To practice outside activities..</p> <p>To cultivate biological gardens... To plant...</p>	<p>To develop all sorts of artwork :</p> <ul style="list-style-type: none"> . Painting . Sculpture . Music . Photography... <p>To know the techniques</p> <p>Practice an artistic activity..</p> <p>Create</p> <p>To develop an art culture :</p> <ul style="list-style-type: none"> . To learn about the work of important artists ... <p>(stimulation of the right hemisphere)</p>	<p>To propose logical, mathematical actions and favour a scientific approach to learning (hypothesis-> verification->)</p> <p>To practice games : strategy or logical games : Chess Cross words Sudoku Mixed letters</p> <p>To use IT tools ...</p> <p>(stimulation of the left hemisphere)</p>	<p>To read and to learn :</p> <ul style="list-style-type: none"> . tales, . myths, . symbols, . archetypes. <p>To visit sacred sites.</p> <p>To practice :</p> <ul style="list-style-type: none"> . meditation, . mandalas..

		others. ...	civilisations, religions. To participate in philosophical workshops. To engage with an Education based on Peace. ...				
9. Intuitive							
To share exercises of perception, visualisation... Sharpening the intuition results from work and from a certain harmonisation of the nine other levels of bio-integral development							

Instrumental summary chart of bio-integral development Summary of the teaching tools for the new millennium

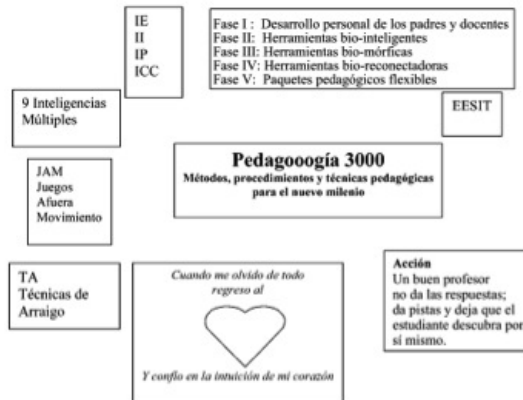


Table summarizing the methods, procedures and teaching techniques for the third millennium

Abbreviations used

- IE
- Emotional Intelligence
- II
- Intuitive or Energetic Intelligence
- IP

Intelligence Practice

ICC

Intelligence Co-Creator

PPAEW

Project development, Professional experience, Academic outings,

E

xchanges, Workshops

GOM

Games, Outdoor, Movements (3 secrets)

G

Games, education is fun. You need to provide joy.

O

Outside, take the kids outside of the four walls as often as possible. Often the classroom is a cage for them.

M

Movement, all pre-school education to primary should be based on movements. The thoughts are anchored by movements.

GT

Grounding Techniques

Children today learn best with movement

Some movement ideas that can be associated with learning: to study in a rocking chair, reading in a hammock, doing homework on a stationary bike, find a solution to a problem by taking a shower, learn when walking.

INTERACTIVE ACTIVITIES:

No. 14 Create your own pedagogy

Fill in the ovals with your own ideas

Need to add graphic

No. 15 Environmental awareness

1. In your case, which might be the environmental conservation activities that you would like to develop and to put into practice? Any ideas? Any specific actions? With yourself, your family, your students, your neighborhood, your community.
2. Investigate in your culture and other cultures the relationship between the environment, education, human being and spirituality. Write down your findings here or in your notebook.
3. Grow a garden in a planter box or in your classroom or in your apartment. What other ideas come to mind if you do not have land to grow? To grow and eat sprouts? Ask your students and children what experiments you can do?
4. Which field trips could you do? What could you do to make these trips focused on getting a real contact experience with nature?
5. What activities promote recycled materials?
6. Do you recycle waste? Do you make compost? Do you do your shopping with cloth bags?
7. What pets could you introduce in your school? Temporarily or permanently. Any ideas?
8. Build a solar oven with your students or children. It is fun and it does not pollute. And it makes the food tasty!
9. Do you know about permaculture?

No. 16 Your values

1. Compile children stories that express human values and wisdom; tales with profound messages (Sufi, Chinese and Hindu cultures, for example, have many of them). They are bound into a small book of stories for the soul. A tale can be illustrated, told, staged or even adapted. It is fun! We can even start every day by telling a short and enriching story.
1. Chose with your pupils an example from a different culture or a different historical period they are interested in. Ask them to do some research on that specific culture and to choose a value that they like in it. Then, encourage them to study the relationship between this value and their own personal lives, and the relationship between that value and the present changes.
1. Select movies with an ethical content, about the life of great heroes. Do you have other ideas for the ethical development of your pupils and children?
1. Look for traditional values in your culture and country, or share the knowledge of other ancient cultures (Celtic, Cathars, Maya ...).
1. Do you know the Law of Kobdo?

3. emAne, worldwide link for A new education



Worldwide Link for A New Education

In Spanish: enlace mundial para una nueva educación

Vision

To be a collective link to constantly exchange, promote and spread holistic pedagogical strategies and applications that contribute to the integral development of the Self, of society and of our Planet to help create a harmonic education based on the emergent paradigms. United together, we can promote the transformation and co-creation of an Integral Education based on the real needs of the children and youth of the new humanity, of today and of tomorrow.

Mission

To co-create an Integral Education with freedom, happiness, affection, wisdom, respect and harmony, as a process of cooperative re-connecting learning, to support the consciousness growth of the Self:

- based on the reality of the children and youth of today,
- focused on the new paradigms of the Third Millennium,
- attending the real needs of the planet and of the present and future society,
- to encourage all holistic educative process in all its dimensions.

Objective

- to develop, promote and spread processes of multidisciplinary research in the various areas that make up an Integral Education.
- to promote an integral growth for children, youth and adults in all evolutionary stages.
- to share, promote and spread innovative educative experiences.
- to put into action creative initiatives in favour of an Integral Education, synergically supporting one another .
- to generate and promote physical and virtual spaces of holistic interchange, updates and innovation.

The main phases of emAne

emAne is a worldwide link for a new education whose purpose is to develop an integral vision based on the new paradigms of the holistic pedagogy of this Millennium. Our network is formed by a united collective to transform and co-create an Integral Education to satisfy the current and future needs of the children, adolescents and the society in general, as well as the Planet.

See the 3000 Manifesto on www.emane.info

The principal Phases of emAne for the following 50 years are:

Phase 1: Short-term Promote the re-education of adults, focusing on the integration and balance of their emotions, by training them in an integral form and providing them updated information. Promote applied research, create multimedia material and develop a worldwide level campaign.

Phase 2: Medium-term. Develop and build "parallel" centres of "exploration" and re-connective learning which welcomes the children and youth who do not feel comfortable with the traditional system. To also promote the creation and implementation of methodological tools and holistic pedagogical programs, to massively diffuse information, training programmes and world campaign.

Phase 3: Long-term To massively establish this educational perspective (Socio-Multi-Education), which strengthens the integral development of the human being and is based on experience. It is characterized by being active, protagonist, productive, in which learning focusses on all the dimensions of life and society. It takes into account the ecological, cultural, economic and social- political environment of the area, as well as the social systems and emerging paradigms.

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1. The dates represent the birth of the author, or when more or less he came up with the methodology, in general, due to a publication or the first school to implement that methodology. ↵
 2. [www.unesco.org / Delors / delors_s.pdf](http://www.unesco.org/Delors/delors_s.pdf) Members of the Commission in charge of the report are: Jacques Delors, President, Al Mufti In'am, Isao Amagi, Roberto Carneiro, Fay Chung, Bronislaw Geremek, William Gorham, Aleksandra Kornhauser, Michael Manley, Marisela Padron Quero, Marie-Angelique Savane, Karan Singh, Rodolfo Stavenhagen, Myong Won Suhr, Zhou Col Nanaz. ↵
 3. Extensively described by Walter Maverino, in his book Forth Sector. 2005 ↵
 4. By Walter Maverino, writer, consultant in Human Transmutation, Organizational and Social Coordinator of www.cuartosector.net and www.umcit.net. ↵
 5. <http://conates.tripod.com.ve/creatica> ↵
 6. Spiritual Astrologer, Researcher, Usui Reiki Master, Flower Therapist and Musician. Creator of several books, music director of two children's books, and author of three CDs of World Music. Director of the CLARIDAD School, Buenos Aires, Argentina. Tel (54-11) 4774-1773. E-mail: an.ra.maitri@hotmail.com Website: <http://www.escuelaclaridad.com.ar> ↵

Lexicon

Akashic: The akashic records are a sub-conscious collective memory that contains all information and universal knowledge. They can also be called the Memory of Nature or the Book of Life. The word Akashic comes from Sanskrit and means primary records of the soul.

Anchor (to anchor a knowledge): to integrate a knowledge for good. Term proposed by the NLP, Neuro Linguistic Programming

Anchor (to anchor to the ground): therapeutic process of connection to the telluric forces in order to achieve balance and internal stability. We also talk about rooting techniques. These techniques largely represented by bio-intelligent tools are very important because they allow us to stay centered and balanced in any situation.

Anthroposophy: Rudolf Steiner philosophy (1861-1925). It recognizes the innate wisdom of man, that is to say the potential of knowledge present in each individual. Steiner puts it this way: Anthroposophy is a «path of knowledge which claims to lead from an individual spirituality to a universal spirituality». Learning-Learning: dynamic by which teacher and student learn and grow together. All of them teach and are taught simultaneously.

Autistic: children with autism have a very intense psychic activity in their inner world, without being able to assimilate it or share it with the outside world. They are overwhelmed by this density that their cells and their central nervous systems are still struggling to manage.

Ayllu: Community system in the Andean Quechua and Aymara systems, characterized by strong social, economic, cultural and spiritual cohesion.

Ayni: complementarity, balance, reciprocity in the Aymara and Quechua culture. Bio-intelligent tools: name given to pedagogical-therapeutic practices of integral development. They are alternative, complementary, natural, flexible, inclusive tools and involve directly the student or the patient. They help to release energy nodes, connect oneself with its inner wisdom and help us discover who we are, our enormous potential and our qualities. They work alone, require very little equipment or resources and are accessible to everyone. These are universal tools that can be used in all the countries of the world.

Bipolar Syndrome: Bipolar Children suffer from bipolar disorder, a relatively new definition for a condition recognized by the DSM IV (Manual of Mental Disorders of the American Psychiatric Association) as an affective disorder, which makes a change from the old manic-depressive cliché characterized by two states or two well defined poles: mania and depression.

There are three types of bipolar patients (I, II, and III) – explains Mauricio Hernández, Bogotá – according to the manifestation of the disease, the type) of crises of the — 204 — patient and its evolution during the clinical history. Being bipolar does not mean being dependent, crazy, or really different. To be bipolar means to know more about pain and to have experienced more love. It is very personal. (Hernández, 2006)

Brain Gym: see item on Educational Kinesiology.

Morphic fields: subtle or invisible network of information that determines the organization of any system or species. The morphic field theory was developed by Rupert Sheldrake (1942), a British scientist, biologist, philosopher and author of numerous books. The thesis of Dr. Rupert Sheldrake, his Theory of Life, assumes that the biological forces unite and support each other through an invisible underlying structure. According to the author, each step of a member or group of any species is organized by this morphic field, and changes this field for all the specie.

Centering

(Centering Dimension): it is the ability to organize and align upper / lower brain and body, it is the ability to cross the dividing line between emotional content and abstract thinking. It is this dimension that allows the automatic response to situations of danger to be the result of a rational decision. In order to stimulate this dimension, Dr. Dennison developed exercises called energizer. The centering dimension is one of the three dimensions of the brain / body intelligence developed by Dr. Dennison in Brain Gym or Educational Kinesiology.

Cosmo-vision: Name given by an indigenous group to its vision and its special relationship to the world and nature.

Attention deficit and hyperactivity disorder: Refers to problems that some children may have in their concentration and their difficulty in channeling their considerable energy. This results very often by academic difficulties and a general malaise.

Dimension: According to the esoteric philosophy, but also according to indigenous traditions, the dimension corresponds to a certain level of awareness or consciousness.

Concentration

(Dimension of concentration): There is concentration or focus when the child (or adult) is able to focus and see the big picture. This capability involves the anterior lobe of the brain (expression) and the posterior lobe (reception). Stretching, while providing a physical state of relaxation, can develop this capacity. The concentration is one of the three dimensions of intelligence brain / body developed by Dr. Dennison Brain Gym or Educational Kinesiology.

Eurythm: Eurythm was founded by Rudolf Steiner in 1911, as an artistic manifestation of Anthroposophy. This technique consists in performing simple, beautiful and harmonious exercises, on Greek choreographies and rhythms. Their conscientious repetition perfectly meets all requirements for a normal and balanced development of human thought, feeling and will. All moods may be expressed through movement. The objective of eurythmy is to create an intimate link between the personal feeling and the environment ; each movement is carried out intensively and precisely for this purpose only. The movement is thus converted into a bridge between the soul and the outside world.

Flowing: (state of) Expression that describes the state which is reached when, in work, action or activity, one reaches its optimal point of production and everything flows as by oneself. This concept was developed by Dr. Mihaly Csikszentmihalyi, a psychologist at the University of Chicago, which has shown that this state of flowing was the greatest manifestation of emotional intelligence.

Pineal gland: The pineal gland is a small endocrine gland in the brain. It produces melatonin (derived from serotonin produced by the nervous tissue) and therefore plays a central role in regulating biological rhythms. Some initiatory cults, such as Tantra, Kundalini and Gnosticism, recognize the role of the pineal gland in the spiritual evolution, as it would allow us to see the essence behind the invisible world phenomena.

Pituitary gland: Endocrine gland located just below the hypothalamus, which controls all other endocrine glands in the body (eg. thyroid, adrenals, gonads). The pituitary receives instructions from the hypothalamus and thus provides the link between the nervous and endocrine systems.

Holistic: Holistic comes from a Greek word, Holè, which means whole. In medicine, the holistic approach is to treat the whole person rather than an organ or a disease. It's the same in education.

Hologram (holographic children): A 3D photographic technique (three dimensional). Sometimes the term, holographic children refers to the multi-dimensionality of the children and their ability to perceive other dimensions. (see also multi-dimensionality). Hemi-Synch: Theory developed by Dr. Robert Monroe (USA) in

1982. According to him, the synchronization of left and right hemispheres of the brain activates the pituitary and pineal glands. This state allows the manifestation of some extrasensory abilities, artistic gifts of intellectual genius and physical prowess.

Insight: In psychology, the insight (from *Einsicht* in German – understanding, discernment) is the sudden discovery of the solution to a problem without going through a series of incremental trial and error. This process was identified in chimpanzees by Wolfgang Köhler in a series of experiments conducted in Tenerife from 1913 to 1920.

Emotional Intelligence: A type of intelligence related to the emotional brain. It implies qualities such as empathy, understanding of one's own and others feelings, the healthy expression of these, self-control, independence, adaptability, empathy, the ability to solve problems in the interpersonal mode, consistency, warmth, kindness, respect. According to D. Goleman and other authors, emotional intelligence seems to be more important than IQ in terms of success and the harmonious achievement of an individual. Inter-personal intelligence: Conscious mechanisms of thought, respectful of social needs. This is one of the multiple intelligences. It is widespread among very empathetic children, who think according to others, share decision-making, have a great capacity for social interaction and organization of human groups.

Intra-personal intelligence: Intelligence and learnings, whose mechanisms are related to internal processes. This intelligence can perceive the world through the «inner self», being attentive to one's intimate experiences.

Multiple Intelligences: The Theory of Multiple Intelligences was developed by Howard Gardner, professor at Harvard University. According to this theory, students have different types of intelligence and therefore different ways of learning. This theory allows parents and teachers to better understand and leverage the individual style of each child. Education will be truly effective if it focuses on the natural and special talents of children.

Interculturalism: refers to mutual learning and intercultural understanding. The word «intercultural» is used when talking about education and the term «multicultural» when referring to a culturally diverse society. Intercultural education is an educational movement that focuses on justice, fairness and understanding of diversity in multicultural democratic societies.

Educational Kinesiology (or Brain Gym): Body movements technique developed by Dr. Dennison, it is the result of a study of movement and how it relates to the learning process in the brain.

Laterality (Dimension of Laterality): is the name given to the principle of communication between the two cerebral hemispheres. It is the ability to cross the central midline and it can be developed through exercises of cross-motricity. The movements on the center line help coordinate the whole body, integrate binocular vision and hearing in both ears. Dr. Dennison has called them activation exercises. They create a bridge between the left and right side. Laterality is one dimension of the brain/body intelligence developed by Dr. Dennison in Brain Gym or Educational Kinesiology.

Cellular Memory: This expression is used to describe the therapeutic method that allows diagnosis from natural muscular responses to questions asked by the therapist. The memory present in our body at our cell's and DNA's level. It is a profound memory of past, present, and somehow future. In the educational and therapeutic processes, when accessing the database of our cellular memory, it is possible to quickly and effectively solve any type of conflict, emotional trauma of physical or psychological origin. It also frees genetically inherited patterns that affect our daily lives.

Metaphysics: From *Meta* in ancient Greek: beyond, *Phusika*: nature. Rational search for knowledge of the absolute being.

Minga (or *Mink'a*): communitary work, in Quechua and Aymara. **Multidimensionality:** it is the ability to perceive at the same time several dimensions or several aspects of the same reality.

Multilaterality: It is the capacity to pay attention to all aspects of a subject or a person at the same time. For example, during a conversation, the multilaterality will, at the same time, listen to the physical, emotional and spiritual aspects of the interlocutor, while being capable of paying attention to the other persons and to the situations in his close surroundings. It means that the same individual can perceive all the aspects of a situation at the same time and find diverse solutions in an immediate way. This faculty relates to the great development of the emotional intelligence and to the fluid use of the right hemisphere.

Millenium (Children of the Third): generic term used to designate individuals with specific inborn talent: great perception and sensitivity on the physiological, emotional, emotional, ethical, behavioral, cognitive, social, mental and spiritual levels. These qualities may also occur in adults and elderly people, but to a lesser degree.

Pachamama: Mother Earth, in Quechua and Aymara.

Paradigm: representation of the world, way of seeing things, coherent conception of the world.

Service: Unselfish action for the general good.

Syntonia: emotional resonance adapted to the environment. The syntonic mood can be observed when an individual seems totally as one with its surroundings.

Supra-sensitivity or hypersensitivity: extreme sensitivity shown by today's children on the physical, emotional, social, ethical, psychological and spiritual levels.

Teflon Children

: name given to children who have blocked some or all of their emotions and to whom nothing matters.

Transmute (to): to convert one thing into another. In a metaphysical context, it will be to turn something negative into something positive.

Transpersonal (Psychology): The Transpersonal Psychology is a movement born in the United States in 1969. Stanislav Grof, one of its founders (with Abraham Maslow and Gregory Bateson), say about it: «trans-personal psychology is a discipline that seeks to make a synthesis of authentic spirituality and science.» According to its authors, the trans-personal finds its roots in Eastern psychologies, but the influence of Carl Gustav Jung's Depth Psychology is also very clearly present. Transpersonal Psychology drove together a great number of thinkers and psychologists who acknowledge the spiritual dimension of human beings. They believe that the psyche is multidimensional and that there are different levels of consciousness, each having their own characteristics and laws. Transpersonal Psychology considers and study a state of being beyond self-realization, a state that implies for the human a transcendence of his identity limits and personal experiences.

Generalized anxiety disorder (GAD): it is an anxiety disorder that is characterized by excessive, uncontrollable and often irrational worry about everyday things that is disproportionate to the actual source of worry.

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