

The New Being Project Manual

"Whoever touches the life of the child touches the most sensitive point of a whole which has roots in the most distant past and climbs toward the infinite future".

- Maria Montessori

STATEMENT OF PURPOSE

The purpose of the New Being Project is to create a functional world where no child has to come into the world in innocence only to be overshadowed by the confusion of the bigger people around them so that later they have to leave that collection of individuals to seek and find a way to remove the darkness that surrounds their soul.

Of consequence, a preliminary purpose of the New Being Project is to assist individuals with big bodies to seek and find a way to remove the darkness that surrounds their soul so that in turn they might bring through and support new beings in new bodies to come into the world without the necessity to lose their innocence and their spiritual freedom. This is the way every child knows that the world is supposed to be.

INTRODUCTION

The primary gift of participating in the New Being Project is birthing oneself. This is the most intense cauldron of creation in the known universe.

This manual summarizes everything Yogi Bhanjan had to say about how to bring through a child who never has to lose that consciousness wherein they can fully see the Invisible World. They are in a body, but they fully live in the invisible world. The New Being Project is to train adults to be able to be with star seeds.

CHAPTER 1: DIRECT CONTACT

It is the WayDay's job to create an environment whereby the child develops a clear sense of self by holding the space for the development of an ability to concentrate that is unbreakable in time and space. The WayDay protects the child's space in a manner that supports her to grow while keeping her connection to the Light.

The New Being Prime Directives

1. Always keep your word with the child.
2. Be aware to never impose your will onto the child.
3. Be aware to never impose adult time onto child time.
4. Be aware to never interrupt the creative flow of the child.

5. If special safety circumstances arise that require a onetime violation of these principles come from the place of an open heart, sharing why you did what you did with the child.

CHAPTER 2: THE SANCTITY OF THE NEW BEING

In a world of duality, others project their own preferences and aversions onto the child, weaving a shroud of shame that separates him from the original Light of his being. The WayDay protects the child's natural state of union, whereby ideas of good and bad are not emphasized and sensing objectively, without judgement, is encouraged. One Smell. One Taste. One Note. One Feeling. One View.

When the child sees differences and makes distinctions with a non-judgmental, open heart, she naturally observes what is needed by others and serves as a beneficial and healing force through his life. Preferences and aversions lead the child away from her Light-Soul-Being and shift his awareness to either-or-mind. As either-or-mind becomes the everyday state, the light becomes hidden from the child's awareness.

Heart-centered sight is direct sight, which comes from the Light-Soul-Being. Our work is to see that this clear sight awareness matures and becomes the everyday state of the child as the child matures through each stage of development.

Before you have a child clear your preferences and aversions. Go through a period of crossing them until they are no more, and your mind returns to its original pure experiential state. Preferences and aversions are a form of virus that weaves the web that separates us from our direct experience of reality that throttles our life force and numbs us to the experience of love as it is. Our children do not have to go on a journey of returning to their natural state if they never leave their natural state, because if you take these steps you will never, in the belief that it is love, lead your children out of their natural state and shroud them in veils and darkness.

The natural state of the child is happiness and the natural expression kindness. Any deviation from this, and children will learn from the world of adults. Even more essential to being the change you want to see in the world is to be childlike and not childish with your children all of the time as your constant meditation and purpose in life. There is no purpose higher than this or meditation greater.

To be a great caretaker of children is to return to and live in the innocence of your own child like state so the children who watch you never learn how not to be. Your example helps them develop the discrimination to know the difference between what they are and anything around them that is not pure to their heart.

Children under 7 years old can see auras, sprits, and remember past lives naturally, this is before the ego forms and social conditioning takes hold. Imagine a world where we nurtured these gifts instead.

Proper rest is very important and we want children to be organized through the great understanding of the yogis in their discovery that the simplest path to have and maintain all level of being balance is through eating when you are hungry, resting when you are tired and doing it in little bits. The slave world of modern life governed by bondage technology makes the path of the yogis seem unnatural when actually it is the natural way for the human form. And for children to be led in the natural organization of life in the human form they must be with adults who have this realization, this commitment through understanding, and this life practice. For a child to maintain all level of being balance is to never leave the pure undifferentiated awareness of the natural mind and the pure love innocence of the natural heart.

If you can create a space for a child, create an open space to let the child do whatever they're going to do, and the only time you intervene is if the child is going to touch poison oak, or put their finger in a light socket, something like that. Otherwise if you just allow that to happen there's just a natural process. The child will get what they need in every moment of that day.

When the child's energy starts to shut down at the end of the day and they get tired, you cuddle, or hold them, or whatever works, so that the child can go to sleep. Because in that sleep, they digest all the things that they experienced before, which is twofold:

1. Their physical body's learning and growing at that stage
2. What in the heavens is being brought through in that child.

All of this needs to be digested. There's a rhythm that a child will have that is a rhythm of the moment.

As our children become able to cognate the most important thing that we can show them is that there are no good or bad choices, there are only consequences for the choices we make. To be able help them feel the difference between consequences that further them and move away from the ones that hinder them is our greatest work. To understand is to stand under our accumulating tree of knowledge. Knowing is the feeling that gives us a foundation in what we are and why we are here.

A fundamental principle of the new being project is for the adults to slipstream back into their spontaneous free and fun-loving childlike nature by following the lead of the spontaneous and unfettered child in their charge. And interactivity is the dance that leads to the ultimate success. Latest Parenting Trend: The CTFD Method:

CHAPTER 3: THE CTFD METHOD

I know many people want to stay current with the latest parenting trends -- attachment parenting, minimalist parenting, Tiger Mother parenting, et al. Well, I've stumbled upon a new technique that will guarantee your child grows up to be an exemplary student and citizen. It's called CTFD, which stands for "Calm The F*ck Down." And that's not a message to give your kids. It's for you.

Using CTFD assures you that -- whichever way you choose to parent -- your child will be fine (as long as you don't abuse them, of course). To see it in action, here are some sample parenting scenarios and how CTFD can be employed:

Worried your friend's child has mastered the alphabet quicker than your child?
Calm the f*ck down.

Scared you're not imparting the wisdom your child will need to survive in school and beyond?
Calm the f*ck down.

Concerned that you're not the type of parent you thought you'd be?
Calm the f*ck down.

Upset that your child doesn't show interest in certain areas of learning?
Calm the f*ck down.

Stressed that your child exhibits behavior in public you find embarrassing?
Calm the f*ck down.

Yes, using the CTFD method, you'll find the pressure lifted and realize your child loves you no matter what, even if they've yet to master the alphabet. You'll also learn that whether or not you're the best parent in the world, as long as you love your child, they'll think you are and that's what matters. Plus, CTFD makes you immune to those that prey upon the fears of new parents, like pseudoscientists and parenting authors.

To use CTFD, just follow these simple steps:

1. Calm the f*ck down.
There is no second step.

~ *The CTFD method as given by David Vienna via the Huffington Post July 17, 2013.*

If you get in an argument with a child, if you get in an ego battle with a child, if you get angry with a child and judge her to have bad behavior, any of these three you never win. To know the heart of a child is to know the child in yourself and to be able, in your life, to always be childlike and never child-ish with others and even more specifically with yourself. If you want to be successful in redirecting children's behavior you must become even more successful in being able to redirect your own behavior. This is a path within the new being project.

The new being project is for adults so that adults can be for children in a way that never steals from them their innocence. Do you want to create a world where children never have to go to sleep by being shrouded in the unprocessed confusion of adults and then have to go on a journey to wake up later? If you wish to create such a world you must first create it in yourself, and then, and only then, might you be able to create it for those that are yet to come.

CHAPTER 4: CLEAR COMMUNICATION

Uninterruptible concentration combined with the ability to communicate clearly guarantees the child's success in the world. Train a child to communicate clearly through feeling herself, forming an objective clear thought, making eye contact and communicating what he feels and wants. When a child stops having eye contact and

communicates through a disharmonious sound, she is shrinking into a generalized, disconnected state. Help him connect to herself by asking how he feels and encourage her to tell you clearly what he wants in a way that makes your heart happy.

An adult whose will is rooted in a confirmed sense of self, who always communicates with eye contact, and communicates with others in a way that touches their heart, will always have success in life and will be considered by others to be a consummate human being.

CHAPTER 5: HARMONIOUS FAMILY UNIT

It is the parent's job to create a loving and harmonious environment where the new being can grow and flourish. The family is an endless holographic circulation of love, harmony and beauty. Three become ONE. The family unit contains all the nourishment needed for the various pairs of relationships within: mother and child, father and child, mother and father, as well as for the relationship of three. Within this harmonious unit, the child develops a positive image of the human male and female and unites the male and female in human form.

It is very important that everyone in the new being's life has a loving and harmonious relationship with both parents. The symbol of the harmonious family unit is infinity. They are a carriage of happiness unto infinity.

CHAPTER 6: DIRECT KNOWING

In any circumstance, it is the parent's responsibility to decide how to decide. It is possible for a parent to choose to support her child's deepest knowing of herself and the purity of that knowing. It is possible for a child to never lose her connection with direct knowing from source through every stage of his life if the parents support her and trust him in this way. We know this to be true. The child is closer to source than the parent. If the parent is open, the child can retune the parent to source. This is the great gift a child brings her parents and caretakers.

CHAPTER 7: THE DYNAMIC FUNCTIONING OF THE FAMILY AS A GESTALT BEING

A family is the intentional and consensual gathering of free individuals. Being in charge must always be a shared responsibility. It is never healthy for only one voice to be heard although, to listen to any voice's reason as to why it should be the only voice to be heard is always appropriate.

No one holds all of the enlightenment and yet there is always enough enlightenment in the family as a gestalt being to be able to shed sufficient light on any question for understanding and resolution.

If someone accuses you or someone else around you of something, please explain to them that they are not really that way, and whoever told them that they were that way did not really understand themselves.

CHAPTER 8: HOW TO UNSCHOOL, by Pam Sorooshian

1. Give your love generously and criticism sparingly. Be your children's partner. Support them and respect them. Never belittle them or their interests, no matter how superficial, unimportant, or even misguided their interests may seem to you. Be a guide, not a dictator. Shine a light ahead for them, and lend them a hand, but don't drag or push them. You will sometimes despair when your vision of what your child ought to be bangs up against the reality that they are their own person. But that same reality can also give you great joy if you learn not to cling to your own preconceived notions and expectations.

2. Provide a rich environment. Unschooled children who grow up in a stimulating and enriched environment surrounded by family and friends who are generally interested and interesting, will learn all kinds of things and repeatedly surprise you with what they know. If they are supported in following their own passions, they will build strengths upon strengths and excel in their own ways whether that is academic, artistic, athletic, interpersonal, or whichever direction that particular child develops. One thing leads to another. A passion for playing in the dirt at six can become a passion for protecting the natural environment at 16 and a career as a forest ranger as an adult. You just never know where those childhood interests will eventually lead. Be careful not to squash them; instead, nurture them.

3. Bring the world to your children and your children to the world. Revel in what brings you together as a family. Watch TV and movies and listen to music and the radio. Laugh together, cry together, be shocked together. Analyze and critique and think together about what you experience. Notice what your child loves and offer more of it, not less. What is it about particular shows that engage your child - build on that. Don't operate out of fear. Think for yourself and about your own real child. Don't be swayed by pseudo studies done on school children.

4. Surround your child with text of all kinds and he/she will learn to read. Read to them, read in front of them, help them, don't push them. Children allowed to learn on their own timetable do learn to read at widely divergent times - there is no right time for all children. Some learn to read at three years old and others at 12 or even older. It doesn't matter. Children who are not yet reading are still learning - support their learning in their own way. Pushing children to try to learn to read before they are developmentally ready is probably a major cause of long-term antipathy toward reading, at best, and reading disabilities, at worst. Trust your children in the same way you trust seeds to sprout and seedlings to develop into strong and healthy plants.

5. It doesn't matter when something is learned. It is perfectly all right for a person to learn all about dinosaurs when they are 40; they don't have to learn it when they are 9. It is perfectly all right to learn to do long division at 16 - they do not have to learn that at 9, either. It does not get more difficult to learn most things later; it gets easier.

6. Don't worry about how fast or slow they are learning. Don't test them to see if they are "up to speed." If you nurture them in a supportive environment, your children will grow and learn at their own speed, and you can trust in that process. They are like seeds planted in good earth, watered and fertilized. You don't keep digging up the seeds to see if the roots are growing - that disrupts the natural growing process. Trust your children in the same way you trust seeds to sprout and seedlings to develop into strong and healthy plants.

7. Think about what is really important and keep that always in the forefront of your interactions with your children. What values do you hope to pass on to them? You can't pass on something you don't exemplify yourself. Treat them the way you want them to treat others. Do you want respect? Be respectful. Do you want responsibility from them? Be responsible. Think of how you look to them, from their perspective. Do you order them around? Is that respectful? Do you say, "I'll be just a minute" and then take

20 more minutes talking to a friend while the children wait? Is that responsible? Focus more on your own behavior than on theirs. It'll pay off bigger.

8. Let kids learn. Don't protect them or control them so much that they don't get needed experience. But, don't use the excuse of "natural consequences" to teach them a lesson. Instead, exemplify kindness and consideration. If you see a toy left lying in the driveway, don't leave it there to be run over, pick it up and set it aside because that is the kind and considerate thing to do and because kindness and consideration are values you want to pass on to your kids. Natural consequences will happen; they are inevitable. But it isn't "natural" anymore if you could have prevented it but chose not to do so.

9. We can't always fix everything for our kids or save them from every hurt. It can be a delicate balancing act -when should we intervene, when should we stay out of the way? Empathy goes a long, long way and may often be all your child needs or wants. Be available to offer more, but let your child be your guide. Maybe your child wants guidance, ideas, support, or intervention. Maybe not. Sometimes the best thing you can offer is distraction.

10. Be sensitive to your child's interest level. Don't push activities that your child isn't interested in pursuing. Don't let your interests dictate your child's opportunities. If your child wants a pet, be realistic and don't demand promises that the child will take sole care for it. Plan to care for it yourself when the interest wanes. Do it cheerfully. Model the joy of caring for animals. Model kindness and helpfulness. Help a child by organizing their toys so they are easy to care for. Plan to care for them yourself much of the time but invite your child's help in ways that are appealing. If you act like you hate organizing and cleaning, why would your child want to do it? Always openly enjoy the results of caring for your possessions - take note of the extra space to play in, the ease of finding things you want, how nice it is to reach into a cupboard and find clean dishes. Enjoy housework together and don't make it a battle.

11. Don't pass on your own fears and hates about learning anything. If you hate or fear math, keep it to yourself. Act like it is the most fun thing in the world. Cuddle up and do math in the same way you cuddle up and read together. Play games, make it fun. If you can't keep your own negativity at bay, at least try to do no harm by staying out of it.

12. Don't try to "make kids think." They will think; you don't have to make them. Don't use every opportunity to force them to learn something. They will learn something at every opportunity; you don't have to force it. Don't answer a question by telling them to

"look it up" or by asking them another question. If you know the answer, give it. If you don't, then help them find it. Speculating about an answer often leads to a good conversation. If your child stops seeing you as helpful when they have questions, they'll stop coming to you with their questions. Is that what you really want?

13. When you offer child choices, be sure they are real choices. Offer them choices as often as you can. Try to limit the "have to's" as much as you can. Frequently ask yourself, "Is this really a "have to" situation or can we find some choices here?"

Pam Sorooshian and her husband, Cyrus, have three successful grown-up unschooled daughters, Roya, Roxana and Rose. Pam is on the Board of Directors of the Home School Association of California and occasionally speaks at conferences about unschooling. She is an active participant and a moderator of the Always Learning Yahoo group. Her blog contains fun math-related games and ideas as well as comments about unschooling. Pam teaches economics and runs the theater box office at Cypress Community College in Southern California.

Pam's paper is from The Natural Child Project - <http://www.naturalchild.org/>

THE FIRST AND LAST WORD FOR THE NEW BEING PROJECT

*You never change things by fighting the existing reality.
To change something, build a new model that
makes the existing model obsolete.*