

How to Overcome Negative Behaviour Patterns

HET: HOLISTIC EDUCATIONAL THERAPY

STEPPING STONE 7

NEGATIVE PATTERNS



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Chapter 1 an Introduction

This stepping stone is all about patterns. We are constantly creating and looking to find patterns in our life. Why?

We surround ourselves with pattern designs in our clothes and in our homes and we look for patterns in situations and relationships. From those patterns we can make predictions and assumptions and make sense out of everything around us. The whole of nature creates patterns from the helix on the side of a snail’s shell to the way that sunflower seeds are arranged in the head of the flower – Patterns are everywhere. We rely on a level of predictability so we can deal with our life experiences and understand and grow from them.



Everything in nature follows a mathematical pattern

Problems can occur when we experience negative situations and circumstances (and these are usually in our childhood) and they can then become ingrained and repeated because it becomes part of our expectation. This is when it can become a belief pattern. This can be a negative belief for example, something like “I am not good enough.” “I don’t deserve success.” “I am not worthy.” These are all ways in which our beliefs about ourselves can become patterns in our life because we have had that experience in the past and built it into our life script in some way.

Our life script is the character that we play in our own life, like an actor on a stage. This character is not the real 'ME' but someone who is acting out a part in a drama. This 'part' that we are playing out however, is built on the misperceptions of our early experiences and defines the character we act out for the rest of our lives – until we appreciate and understand that we can change our script, simply by changing the expectation.

WE DO THAT BY CHANGING THE WAY WE SEE THINGS – THIS IS CALLED CHANGING OUR PERCEPTION

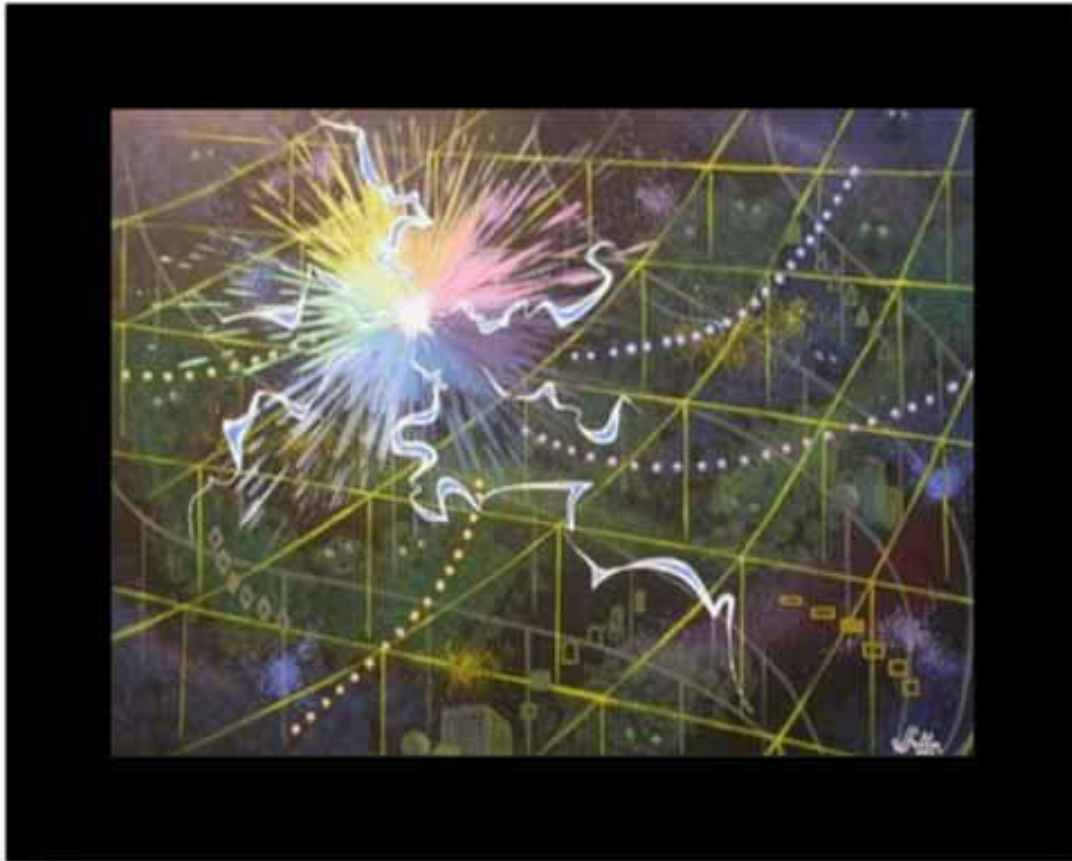


What this stepping stone is all about:

Well, in Stepping Stone 6 we looked at the way information derived from our physical senses of sight, hearing, touch, taste and smell is laid down and stored in each of our cells from our life's experiences. This stored information is referred to in HET as a 'core issue'. That core issue sometimes gets triggered or pulled out as relevant to a current situation. This is done by similar information to a previous or an old traumatic experience coming in through the senses and being related to the present time and situation.

There is an association between the two experiences that relates to the old experiences stored as cellular memories.

Just like a computer, you need a programme to access that data and different programmes can sometimes access the same data. Whether we need it in a word processing package, a data base programme or a spreadsheet or graphics package, these programmes will all be able to access that stored data on our hard drive and call it up to act in the new situation. So, it is with our cells, they are like the biggest quantum computer we could ever imagine. The information which is stored in the cell, relates in some way to similar experiences that are currently happening and we are alerted that a situation is coming in from our senses which is sending out signals which activate the 'old' cellular memory.



This shows how information is transmitted through synaptic pathways and stored

The problem is that the old information is out of date and probably not relevant to the new situation and really we need an upgrade in our computer programme to handle all the new information and to clean up the hard disk so that the old data that isn't needed doesn't come up and confuse the new situation.

The 'programme' is created by the sensory data coming in and being transmitted across nerve endings in the brain known as 'synapses.' Visually this looks a little bit like a thunder storm taking place and the map that these pathways form is called a neurone. These maps are stored somewhere in a kind of 'mind filing cabinet' under the folder 'survival' so when similar sensory experience is received we pull out the folder and say "Aha, this is what we need to survive the experience, re-run the emotions and create the same reactions. Playing out the same emotions!

The graphic representation given above – illustrates how the sensory information is transmitted through the nerve endings and creates a mind map of information. This reaches into the stored data in the cellular memories (most of which is subconscious core issues) and brings up the data. This then creates the reality all over again (demonstrated by the

string theory of pearls contained in the image.) It is all held together by a matrix of perception which defines our reality. In other words the way we perceive things defines the things we see!



One of many interactive exhibitions held to help evaluate the effectiveness of this approach

Over the years, I developed a very simple system using a form of art therapy based on natural photographs and natural essences that helps to change our perceptions. Developed for over a decade in running a healing and therapy centre, this approach has been and tried and tested by many practitioners over the years in different parts of the world. Known as 'Universal Frequency Therapy (see www.universalfrequency.co.uk), the results were nothing short of remarkable. This process assisted in helping people to change their perceptions about situations and circumstances that had been shaped by experiences from their past which had often been very unhappy for them. Some of which had been locked in their subconscious, so they affected the way that person operated on a day to day basis without them even being aware of it.

Remember our example of the little girl who was eating her dinner and witnessed domestic violence between her parents? (This was covered in Stepping Stone 6 – core issues) When that little girl was 20 years older and working in the office, all the sensory information coming in reminded her of that original situation. It was that which triggered the core issue and created an emotional and stress reaction in her behaviour.

Although the situation was a very different one and no one else in the same office reacted like this, for the lady in our example, it was 'ALMOST' matching the original situation. The closer the 'match' to the original stressful or traumatic event, the more the core issue is triggered and that will alert a survival response which will reflect in stress levels, emotions, mood and behaviour.

Remember, "Behaviour is a barometer for the emotional state"!

What can we do to upgrade 'the programme' that creates the negative pattern?

We can change the way we perceive the data that our senses are transmitting to us via the sensory signals that are translated in the brain. That is what 'Universal Frequency Therapy' does in a safe and simple way, whereby the worst thing it can do is not work. So what have you got to lose?

This stepping stone is all about showing you the technique to upgrade those old programmes of perception and change the way you see things so that the old patterns of behaviour are not triggered. It has also been adapted to work with children so their negative patterns are upgraded before they get too ingrained by life's experiences. So here's how we do it.

What are the patterns?

Ok! Well, let's start off with an old example which has been circulating the internet for many years but which I think illustrates the point very well indeed!

Have a go at reading this paragraph:

The Human Mind...Amazing Huh?

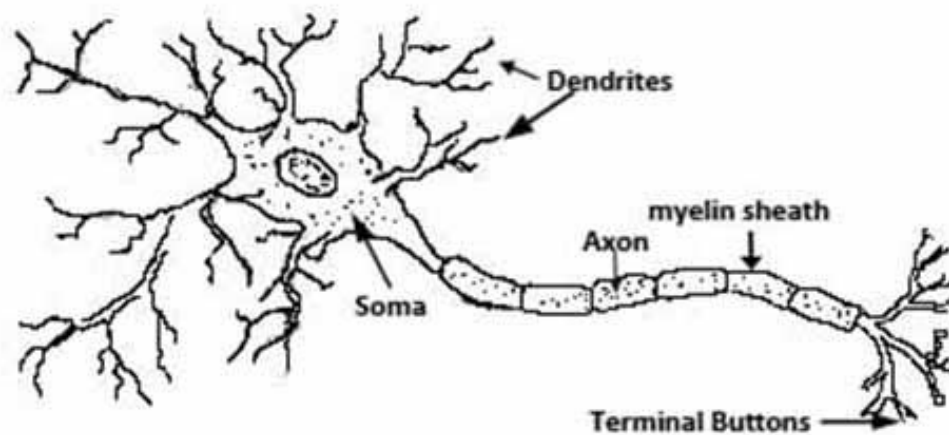
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Amzanig huh?

This is how our personalities learn as well - we have an experience and the signals in our brain that are sent across nerve pathways (these are called 'neurotransmitters'). Make a route map of it. So that when we have another experience that is similar, the brain makes the connection (fills in the gaps as it were and thinks it's the same as the first one) - however it can often jump to the wrong conclusion!!!



Here is a picture of the nerve cell - notice the long arms called AXONS that reach out to connect with other nerve cells

This is why 20 people can all go to the same meeting and each one comes out with a different explanation and understanding of what happened in that meeting.

This is the basis on which the Universal Frequency therapy pictures work - it reconditions the way we perceive things and reformats the disc, so to speak with a more updated programme.

So, to recap.....

What is 'Universal Frequency Therapy'?

It is a form of:

HOLISTIC THERAPEUTIC SUPPORT using UNIVERSAL FREQUENCY

Watch the following video and see a workshop where the technique is demonstrated:

<http://www.youtube.com/watch?v=gG1-KNoFggE>

Universal Frequency Therapy is a new and relaxing way of providing therapeutic support that is based on the idea that going into nature can help you feel better. In fact there is now a recognised condition known as 'Nature deficit Disorder' which we look at in more detail in Stepping Stone 12. This is where people who live an inner city existence with little or no contact with nature are far more prone to depression, anxiety and criminal type behaviours.



We all need regular contact with nature to keep us healthy and well

Universal Frequency involves looking through a set of beautiful nature photographs and choosing whichever one is preferred. By relaxing into the picture, it's a little bit like staring into 'magic eye' pictures (where you stare into a picture with a soft focus and see other pictures appear).

When you do this therapy, pictures show themselves within pictures and sometimes can change before your very eyes as 'beings' or animals can appear with messages, gifts and shapes that the person who is undergoing the therapy speaks out about what they are seeing, to the person who is helping them. Sometimes you may feel emotions or have memories come up. Notes are taken on behalf of the person doing this exercise by the person who is helping them through it.

The point of doing this is to say out loud what you are experiencing in your picture.



At the end of the session these are read back to you and you can often see that they have some meaning in things that are happening in your life at the moment or in the past and this can help you look at certain things in a 'new' light.

Further pictures can be chosen which match up with the natural 'Willow' essences, that you can sit and hold while you go through your experience of listening to what you have said being read back to you or if you prefer to put a drop on your wrist or drink a glass of water with the essence in – it is your choice to do which ever option feels the most appropriate for you, as every one is different. This essence helps you in understanding your messages and experiences from within yourself and actually re-shaping the way you view certain parts of your life.



It changes your perception; through this you can change your reality.

This approach to the therapy is available and more appropriate for adults and young people over the age of 14. A separate approach is available for younger children which is a form of art therapy and involves colouring in pictures from the 'Willow and his Helpers' story.

Here's how it all works.

Our mind, brain and the body work together, to give us our day to day reactions to our experiences. New technology is finding out many new ideas and approaches to understand how our systems work. This new understanding can help in supporting people, who need help to cope with day to day pressures.

This form of Holistic Therapeutic Support is an approach which brings together many recent developments in an attempt to unite the mind, body and spirit in a framework of understanding.

Understanding a few simple terms will help you grasp the philosophy behind Universal Frequency therapy and break through negative patterns of behaviour.

THE CONSCIOUS MIND

This is our 'day to day' sensory input on a conscious or 'knowing' level of awareness. It is how we make sense of the world around us based on our experience, perception and understanding.

THE SUBCONSCIOUS MIND

This is the part of us that has been programmed in the past. This is an automatic part of our day to day responses, whereby old and deep seated patterns are run and re-run without us necessarily being aware of them. They can have certain triggers, which will set up the way we react, without thinking on a mental, emotional or physical level within our lives.

THE SUPERCONSCIOUS MIND.

This has often been referred to as the 'Higher self' and if you are not aware of who this is – let me introduce you... It is the little voice within... your intuition, that sense of yourself that if you don't listen to it – you regret it! It is a guiding sense and is responsible for all of those chance meetings and events that have proved 'to have been so special' in your life,

HOW WE LEARN

When we are young (aged 0-7), we are learning most of what we need to take us on our journey throughout life – for good or bad. When we have an experience, there are neurotransmitters which make certain connections in the brain – certain neural pathways are formed that take a particular route. When an experience is repeated many times, or if it is a particularly traumatic experience, it can make a deeper routed pathway - (some are like grass trodden footpaths and others are like thundering great motorways). This all depends on how often or how intense the initial experience was.

All of this input results in us shaping a particular response when we experience that same or similar situation in the future. We perceive the new experience through the eyes of the old experience. It's a little bit like that saying: - "Looking at the world through rose coloured spectacles", but sometimes they are not all that rosy! We make sense of the "new" through the baggage of the "old". This shapes where we go from here. And so a pattern is formed!

These patterns often create great stress in our lives and we don't understand why.



HET therapist working with Willow and his helpers

THE HOLISTIC APPROACH

This represents a therapy where all these different parts of our self can meet in true respect for each other. The physical (or day to day doing) self, is made up of all the experiences, beliefs, actions and attitudes we have experienced to date. The emotional self is the fuel in the tank of our physical vehicle (our body), is what takes us through life. This is the way we feel about ourselves inwardly and others around us. The mental self, is our belief system, our values, our programming and what we have learned so far. Our spiritual self is the prime mover throughout life, our life's purpose and personal growth engine.

THERAPEUTIC SUPPORT

This assists the individual to find their own answers in response to their own questions. It is non – judgmental and will only lead the individual as far as they want to go in finding out about themselves. There is no danger of the client being taken to aspects of their life that they are unable to deal with, as can sometimes happen in certain types of counselling. In this system, the individual is completely in control of the process and the person that is helping them through it, is not directing or interpreting the results. The journey is one that is made by the person doing the exercise and the meaning is only relevant to that person. However, if you know the person well enough you may be able to understand the level of their perception and what is going on behind the process they are going through. It is not for you to explain it though, as your perception is different to the person undertaking the exercise, your interpretation and associations could be different.

You do not have to interpret it in any way but if the person who has just gone through the exercise wants to talk about it, this will be the level of support that you give in a natural and non judgmental way. Usually it is enough to allow the person to work through it themselves

as a relaxation exercise in nature and the journey itself can change perceptions on a subconscious level. This is enough to change the patterns in a safe and supportive way without them ever having to revisit or talk about any unhappy experiences.

It is these simple MISPERCEPTIONS from our past, that create our emotional and behavioural responses to certain situations and they in turn create and define the reality of our life circumstances. Put very simply:

We create what we believe,

We believe what we perceive,

We perceive what we experience,

We experience what we create



This simple but powerful technique can change our perceptions about triggers and that can completely turn round our way of reacting to them. This creates different outcomes

THE PATTERN

Before we go into Universal frequency Therapy process, I would like to share with you a very powerful technique that I learned in an Aura Soma workshop in Birmingham on a course that I went on in the early days of researching HET. During that course, I was shown a technique called 'The Pattern', developed by a lady called Rickie Hilder. She showed me a technique from her book called 'A Child's Palette' about building better relationships with children. A talented therapist she has included some very powerful techniques in her book. She has given her permission for me to share her technique with you here and may be contacted on:

rickiehilder@idx.com.au

I was fascinated by what I learned and took the technique to work with some of my HET



THE PATTERN

Example of the pattern from a case study

students. I soon found out that by watching the way the children went about colouring in a mandala (pattern) and looking at what colours they used, that I was able to match the way that pattern reflected their learning patterns. In other words by getting them to do this simple exercise, it is possible to gain an insight into their learning personality, the way they go about learning. Some children prefer to go right to the heart of the matter and others to skirt round the edges feeling their way in etc. So, by observing the way someone goes about this exercise and interpreting what colours they have chosen can give you great insight into the way in which they learn.

This exercise links in very much with cellular patterns which we look at in more detail in Stepping Stone 10 (rainbow Journey, colour therapy), Stepping stone 11 (the amino codes), and Stepping stone 12 (Eco therapy, an alternative curriculum)

I worked alongside an educational psychologist in doing this piece of research. He did all his psychometric tests etc on the children concerned and I used the pattern. The results I was getting not only matched what he was getting very accurately, but went into far more detail and I was then able to use this technique with teachers, to help them understand the best way to structure work for children, to be able to match it to their learning personality and come to grips with the whole learning process in a much more profound and helpful way.

The process is explained in the chapter below and the pattern is included with instructions. It is advisable to have a go at doing this yourself first without reading the interpretation or otherwise it might influence your choices and then you wouldn't get such an accurate insight into your own learning personality.

Enjoy the exercise it's FUN!

Chapter 2

Working with the Mandalas

This information pack is also available as a download from:-

<http://www.hetwebsite.com/file/cache/linsthings/thepattern.pdf>

We all create patterns of behaviour in our life, they protect us, they give us security and from them we can make certain predictions about certain outcomes in life situations either consciously, or subconsciously.

These patterns originate from our childhood, where they are learnt and reinforced, sometimes it takes a lifetime to recognise them, understand them and even clear them.

By attempting the following simple exercise it is possible to learn and understand something about such patterns, by looking at the way we go about things.

A Mandala is a pattern, a universal pattern, they are found in every culture and society. In the West, they are found in the rose windows of cathedrals, and other forms of sacred art. In the East, widely depicted in the Tibetan and Indian cultures and they are widely used in American Indian rituals. Mandalas are found everywhere in human culture especially where awareness of unity is understood and celebrated. They occur abundantly in nature from the infinitely small as in atomic structures to the infinitely large as in galaxies. They are widely used for meditation and healing.

Everything in life is made up of a dance of atoms, where energy comes into form from a quantum level. These atoms form unique patterns which dictate their physical appearance. Energy Blueprint Mandalas can express or show our personal energy signatures and relate to our emotional and mental bodies. A little bit like our own "DNA" pattern, in the same way an X-ray shows a pattern within a crystal.

Carl Jung, the famous Psychologist explored Mandalas as a tool for himself and his patients and once said "It is the path to the centre of individuation."

Jung has written extensively about the informative and healing power of Mandalas, most notably in *Commentary on "The Secret of the Golden Flower,"* but most touchingly in *Memories, Dreams, and Reflections*. Here, for example, is an edited version of his description in 'Golden Flower:'

"The pictures arise quite spontaneously, and from two sources. One source is the unconscious, which spontaneously produces fantasies of this kind; the other is life, which, if lived with utter devotion, brings an intuition of the self, on one's own individual being.

When the self finds expression in such drawings, the unconscious reacts by enforcing an attitude of devotion to life. ...the Mandala is not only a means of expression but also produces an effect. It reacts upon its maker. Age-old magical effects lie hidden in this symbol, for it is derived from the 'protective circle' or 'charmed circle.' Whose magic has been preserved in countless folk customs....Through the ritual action, attention and interest are led back to the inner, sacred precinct, which is the source and goal of the psyche and contains the unity of life and consciousness."

This exercise is a fun and interactive way to access a deeper understanding of self.

Firstly print off your Mandala so that you can colour it in.

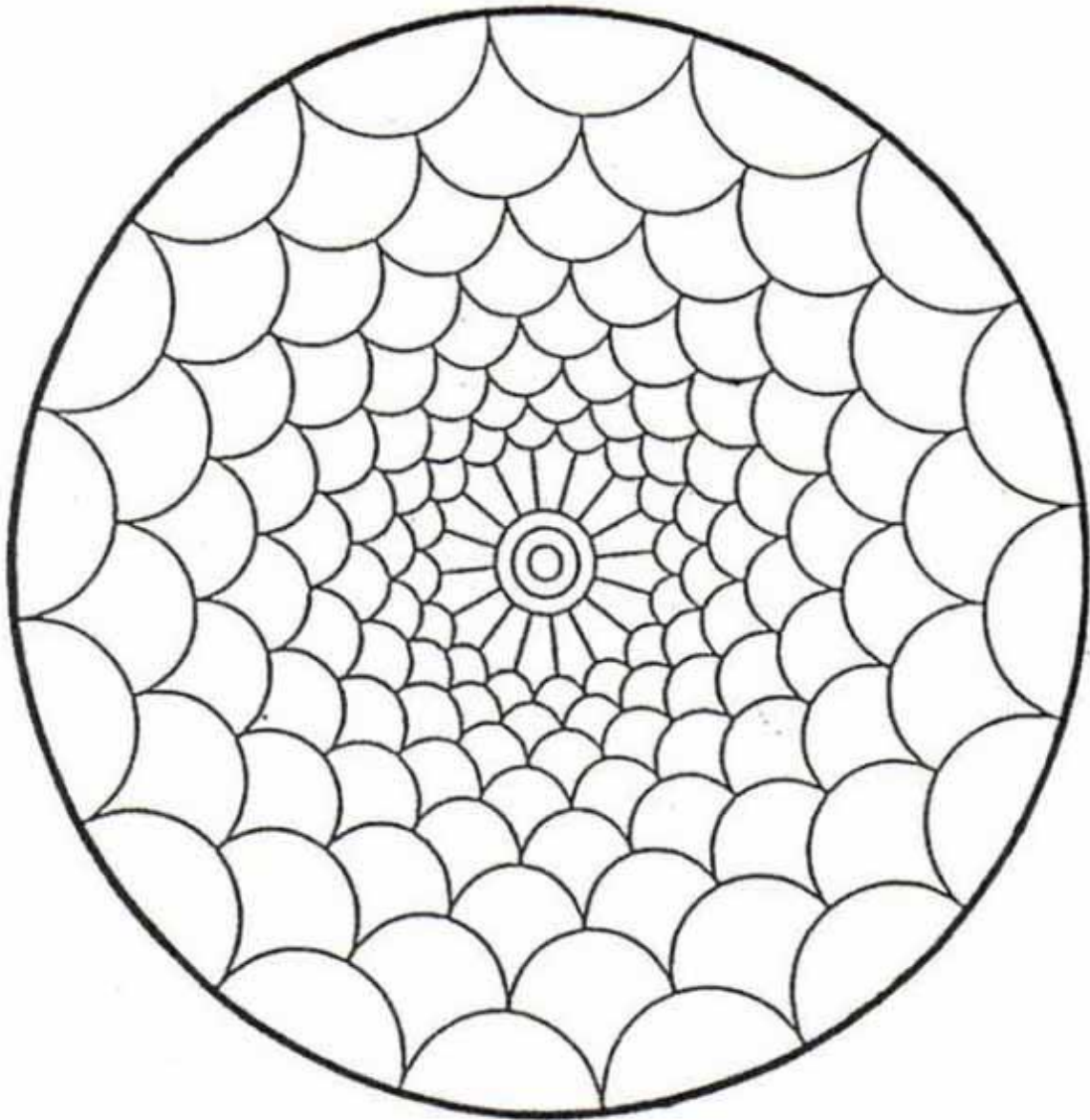
Choose 2 colours from a full set of crayons or colour pens, that appeal to you the most before you start– don't think too carefully about them just go for the ones that appeal the most:

Go to the Mandala and using your choice of colours find yourself a relaxed position to work in and just colour it in, in any way you choose – whatever is right for you !

- Think about words or things or situations that make you feel happy as you colour in - this helps you to be more creative.

Relax and enjoy the experience!

I WOULD SUGGEST YOU ATTEMPT TO DO THIS EXERCISE YOURSELF BEFORE YOU READ ANY OF THE INTERPRETATION GUIDELINES AS THIS MIGHT MAKE THE EXERCISE LESS ACCURATE FOR YOU.



THE PATTERN

READ AND COMPETE THIS SECTION AFTER YOU HAVE COLOURED IN THE MANDALA FOR YOURSELF

Questions about the exercise:

Note which colours you chose and which you used the most? Which colour did you use most?

Which colour did you use first?

Did you start from the outside of the Mandala or the inside?

Did you use one colour for a while and then change?

Did you use the colours alternately?

Did you take a path and find your way in to or out of the Mandala?

Did you turn the Mandala to the side or did you work horizontally? Or was it vertical? Did you keep turning it around?

Which side did you start with? Did you colour all or most of one side of the Mandala first?

Did you start at the top or the bottom or the side?

Did you think a lot before you started?

Did you think there must be a right way and hesitate or just start?

What were your thoughts / feelings or memories as you did the Mandala?

You can see that here are many ways of going about colouring your Mandala

In running through this exercise with children, it enables you to see the world through the eyes of a child – we are all different and there is no right or wrong way of doing it.

Everyone's journey in producing the Mandala is different. It is a visual lesson in how we all see the world in a slightly different way and everyone has the right to be different, we all view situations from a slightly different angle and see a different point of view

Interpreting the Mandala:

Firstly consider the Mandala that you have coloured in. What does it say about you at the moment?

Look at the colours you have chosen and then look at the guide sheets and consider which aspects make the most sense to you.....

Consider some of the following questions and how they relate to you at the moment and also especially when you are observing children doing the Mandala pattern;

Do they hang back outside of the situation or do they go right into the heart of it?
Do they take time to think before making a move or do they move quickly?
Do they take time and finish each part of the task before moving onto the next part?
Are they impatient to finish?
Are they the persevering type?
Are they quick to make decisions?
Do they think things through before making a move?
Do they see tasks in wide sweeps?
Do they allow themselves time?
Do they like to jump right in?
Do they like to attend to details and approach a task one step at a time and not think about the next step until they come to it?
When given a task, do they get the overall idea of one section and complete that before moving on?

Remember there is no right way of doing this, everyone is right you have absolute right to your own way.

In adopting this approach you are seeing the world through the eyes of another person.

Going through the Mandala with the children afterwards can show them that you are willing to spend time with them and that you care! It can prove to be a starting point for discussion about the way they feel about themselves and things in their life.

CHILD'S PALETTE COLOURS

Here is an interpretation of the colours that you have used in this exercise. This is reproduced with the kind permission of Rickie Hilder from 'A Child's Palette'.

RED

NEEDS: The primary need is to be loved – Our needs are translated into every day colours.

Red people get things done, they seem to move mountains and can go where others fear to tread. They can also be frustrated by inaction and an inability to move. Sometimes they may feel burnout because their energy is depleted.

Red can tend towards outbursts of violence or frustration. If children live with violence they will tend to believe that violence is the only way to solve problems. These are the actions of 'undeveloped' Red! They will survive at all costs and will use their power or will to dominate or eliminate others. The other side of red will use their vigour and might to build for the greater good.

Children selecting red have expressed frustration at seeing what their parents and others are doing to their lives and it is not what they want to contribute towards society or how they want their world to be in the future. Teenagers know it, they just do not know how to strike a balance between what they don't want and what they prefer and so they rebel, or feel hopeless or act in destructive ways. A way through this is to guide them through a 'values programme'. Children do not want to demolish their world, they want to rebuild it and expand their world and they can often believe there is no way they can do this.

Resistance, resolve, reacting, responding, persevering, will to live, will for, wilful, guilt, shame, anger, rage, adventurous, passionate –These words all describe what is behind red.....the need is to be accepted.

Red is contained in a lot of colours, pink orange, coral, gold, royal blue, magenta, violet, deep blue and clear, so these issues will underpin all of these choices in some degree, e.g. in gold a child may have hidden shame, perhaps because they were ridiculed or mocked or made a figure of fun of, over some behaviour or something that they did. Boys are often made to feel this way if they cry.

AFFIRMATIONS – I am in my power; I am now determined; I am OK as I am right now.

The Anger Issue –When you choose this colour, it wants to tell you something, breaking new ground...

Some life scripts tell us that anger is wrong but anger is in fact a feeling and not behaviour. We are created with feelings for a reason and every feeling is a gift. Anger is the energy for

change – if we have been wronged or offended then a healthy anger can restore our dignity and a sense of righteousness or we may use it to bring about a change in our lives, circumstances or the world!

This colour goes two ways – Red is adventurous or goes nowhere

Guilt is my value inside me that tells me “No.” A healthy guilt lets us know when we have gone outside our values

SHAME – A healthy shame is about other people – i.e. we shouldn’t do that to others – it keeps the group on track. When we are shameless we feel nothing – (no human-ness). An unhealthy shame is when you believe you are wrong in some way and are not good enough or are not worthy. Some people feel shame for existing if they were not wanted as children and welcomed in to the world. They express their beliefs in that something is wrong with them. And they do not fit in no matter how hard they try.

OUTRAGE - It is also about being angry and anger like any emotion has a beginning, middle and an end – when you are not allowed to have anger you have rage – this spills out on everyone and everything. Some people are not allowed to have anger and when anger is inside us it can make us sick! If it is a colour that attracts you the least, then that is because it has something to tell you – it is a GIFT!

PINK

This represents loving, forgiving with capacity to overcome and endure; it is about being loved unconditionally. These people become whatever you want them to be in order to be loved. Gentle kind, considering others needs but not their own – This is about listening and being heard.

Children are so often only shown conditional love “I will only love you if you behave in this way....” – “You will need to change if you want me to love you...” So, children develop a life script that says they will only be loved if they act or behave in a certain manner, or look a certain way or are a certain sex etc. These children live their life for someone else and this sets them up to look for unconditional love and someone who will hear what is inside us and love us as we are.

The choice of this colour can indicate the possibility for forgiveness but this can be hidden, there can be hidden shame or anger around the need for love. Choosing pink can show there is a need to forgive you, that as a child (or parent or friend), you could not do or give what you did not know or have.

Pink also offers choices on how to care for yourself and for others. Your choices are indicated in your values system.

The need is to be heard.

There is a big difference between someone saying they are listening to you and actually listening to you and you actually experiencing being heard. Your needs, thoughts and feelings need to be heard. Pink children have the sensitivity and ability to hear and sense the needs of others and very often experience intense frustration, when they believe that others do not hear them. Because pink is about love it can very often lead to feeling unheard and unloved.

Choosing pink also shows that you need to be gentle with yourself and recall an example of a child falling over and the sense of frustration experienced around that fall. Remind yourself that this is the frustration of moving forward not the frustration of going nowhere! It is the frustration of learning to walk not the frustration of only being able to crawl

AFFIRMATION – I am lovable; I love the way I look; I am kind and caring; I forgive myself

Pink people have so much love to offer right from the beginning and often feel shame when this is rejected

ORANGE

Orange contains red and yellow and will contain underlying elements of both of these colours.

These people are able to live fully in the moment with a zest for life.

Words that can describe Orange people are: - Tolerant,, warm, welcoming, convivial, they have enthusiasm, vitality or melancholy. They are full of promise or disconnected, fully alive or have forgotten how to live.

Orange children like to connect with friends as they can be very sociable or they may have difficulty making contact with others. During childhood there may have been some upset bringing a degree of shock or disconnectedness. They can need to ask for help and not always depend upon themselves. They need to connect.

An approach to working with orange children is to ensure that these children connect to their aliveness and authenticity and spontaneity. Authenticity means the special individual qualities we are born with. The values to which we are deeply connected. Children know their values and what they want in their world, their classroom and their lives. Pursuing 'values' work, with these children will help to bring this to the surface.

Children need to feel that they belong; Orange reminds us that a child's early attachment and relationships provide the basis for future relationships throughout their lives. If at this time they acquire a sense of identity and separateness they will have a true sense of themselves, their rights and the rights of others. If their rights are observed, they will gain a sense of their own intrinsic value and that of others.

Choosing orange brings the opportunity to break out, break free, – Breaking the ties that bind you, releasing past disappointment. It could also reveal someone who becomes deeply upset, traumatised even, when they make a mistake so that they won't make a move at all. It can evolve into someone who can be courageous and undeterred with a positive approach to co-creating in joint undertakings. The undeveloped orange person however can be disruptive, dissident and disagreeable. Orange says there is a difference between been disagreeable and disagreeing.

AFFIRMATION: My life is full of promise; I am breaking through my barriers; I am connected and moving in my life

Like an orange, they also need to connect. If they offer and they don't get it back they can feel disconnected (pulped!)

Also co – dependence (I cannot live without you) and independence (I can do it by myself) and interdependence (I can exist by myself, you can exist by yourself and we choose to be together) are shown by this colour. As human beings we are meant to joint together in a mutually supportive way, we need one another. If I am disengaged from myself because of some past trauma or disturbance, then I am going to be unable to interconnect with anyone else. This results in an uncomfortable sense of division, dislocation or segregation. – Think about the fruit - Orange - everything is meant to connect. Yet everything is an individual segment within it.

When we are able to connect and share we can realise our own value and the unique and individual value of everyone else, we can also get back the zest for life.

CORAL

Coral contains yellow and pink and therefore some of the underlying issues of those two colours to some extent.

Coral is about sharing love and having it returned. They have a natural curiosity and spontaneity and this is evident in children.

Coral people perceive the richness of community association and the contribution of teamwork. They work well in group situations or could have difficulty integrating and believing they belong if undeveloped. They enjoy a shared journey. There is likelihood of longing to be attached to someone or something. Coral may point to an absence or fear of

love. Maybe this is around an intense trauma at being shut out, being different and not being accepted or included. It reveals a tendency to cling to others or the reverse which is pushing people out and living like hermits. The undeveloped coral illustrates an individual who tends to only express the culture of the group. Perhaps the desire to belong leads them into conforming and losing their identity. They may become passive, agree with everyone and not have an opinion of their own.

They understand the richness of the social group and the need for the common good and may have interests in ecology etc. They can show team spirit and are content with the inclusive mindset recognising that each individual has something to contribute to the advantage of all.

In choosing coral there is the possibility of realising the balance between giving and receiving and of being comfortable within the realm of being dependent and independent.

Someone who chooses Coral is amiable, community minded, uses social conscious and frequently has a moral vision. They share love and have it returned, they are loyal and consistent – It is important that they have a sense of inclusion and bringing it together is important for coral. They may have an intense hurt at being shut out so that is what may lead to a tendency to push others away and to live like a hermit. The need is to belong.

They can be friendly and open minded and enjoy the differences of others or they may find this challenging. Sometimes they have a tendency to think that “I won’t grow up and then I’ll be loved – If I stay small and helpless then maybe someone will take care of me and I won’t have to take responsibility for myself.”

AFFIRMATION: I belong; the love I give is freely returned: People like me and I like people.

With these people you will need to foster and encourage a sense of community – These people are softer than orange.

GOLD

This contains yellow and red.

This is about the value we put on ourselves and self worth and this obviously begins in childhood. Gold can reveal that the individual has some confusion about their personal value and can believe they are only valuable because of what they achieve or what they possess. Gold says “Know you are valuable as you are.”

Children learn to define themselves by their exteriors and forget whom they really are inside.

Gold people can have a positive approach to life. A sense of excitement and joy, a sense of humour. The value we learn to put on ourselves can reveal a need for joy in our lives - doubts about self worth, respect for self and for others.

Hidden shame can override intelligence. There is a need for reassurance and judgment of self – a need to know they are valuable because they are born.

Someone who has self doubts, doubt themselves and others and may see themselves as “More than or Less than”.

Gold shows the courage to feel the fear and do it anyway or can be the other side of this, suggesting a tight control and that says “I have to know everything before I can take a step”.

Gold shows an inquiring mind that can enjoy learning and studying or they really dislike learning and studying.

Gold says that whatever happens to a child, they will think that it is their fault. They can sometimes have issues around money in that they believe they do not deserve to have the good things in life. - Somehow they are not worth it. The undeveloped gold believes that money is everything and there is no value without it.

The fear of being different, of not valuing themselves, the fear of being wrong prevents most children from learning to trust their inner wisdom, so they can be inclined to go along with the crowd. They learn to conform rather than question. Gold can have a longing for something else. Gold has a choice of how they perceive life, if you change your mind, you can change your life, change how you view the past and see it as learning as to how you got to be here today, all is valuable.

The need is to be valued

AFFIRMATION: I am valuable; I deserve the best; I have the right to be treated with respect.

When you are around these people you feel valued.

If they don't receive it they will lose self-esteem. They believe they have to achieve in order to gain value –value is external to them – There's is the gift of laughter. If these people lose their job they will think that it's the end of the world.

It has hidden red in it – and therefore these people will often think value comes in intelligence – certificates etc.

We are not our behaviour, that's what we do, not what we are.

YELLOW

Yellow is contained in orange, gold, olive green, emerald green and turquoise.

A sunny disposition, contagiously cheerful about everything – they are interested, curious, absorb facts quickly or they can think that they are not able! Or they can fluctuate. They are usually intelligent but have an issue around this. They may be academically inclined or they may think I am not really intelligent and I cannot think and these children become too nervous to ask for the information they require – In this way they can place over emphasis and importance on the value of academic qualifications. Academic achievements and certificates are not a measure of a child's value, the child is already valuable. There is no measure that can be put on the value of children and they need to learn that - intrinsically they have value. The qualities that each person has to give and the clues they bring into their endeavours are more important than a piece of paper.

Yellow suggests someone who likes to take control and can be unwilling to let go of control. One way for this to manifest is for yellow to stay in their heads and distance themselves from the way they feel – this can be expressed as “I think and not feel”.

When they are worried yellow people go round and around in their thinking and get themselves more worried and more uncertain. Yellows can be assured or alternatively confused about themselves. Yellow can have insecurities and be afraid to look at them.

Selecting yellow suggests the possibility of a need to eliminate something from their lives and there may be concern about dealing with this.

They can be extremely nervous about learning, one minute they've got it the next they've lost it. An example of yellow learning something new could be: excitement at learning something new and then feeling nervous, as in “I am confused” or “Aha, I've got it!” and then fear because they cannot grasp it. So the yellow experience can be very up and down.

As children, we need to learn that all our feelings are normal and to understand this. We need to have our feelings validated for example fear – Fear can appear on a spectrum of anything between slight nervousness and apprehension to scared, frightened and alarmed. They need someone to listen to their fears and that doesn't tell them there is nothing to be afraid of. They need to know that the fear will have a beginning, middle and an end. Fear is the energy of aliveness, it keeps us alert and enables us to discriminate and discern. The common form of fear in yellow is stress; it can begin as a simple worry or concern and build up to anxiety states. Children can easily build up their issues around tests or not being good enough or being in too much trouble! This can lead to them dropping out of the situation; they cannot cope with the pressure that is being put on them. They can develop a fear of failing.

Yellow have a need for validation

They can have anxiety / excitement – be playful or timid and nervous.

This colour can indicate that they need to eliminate something from their lives. They need to be affirmed, there can be excitement and anxiety and constantly fluctuate – go round in their thinking – and the adrenals can be overworked in this respect.

AFFIRMATION: My mind's is clear: I am intelligent: I have the right to ask for information

– They make excellent teachers as they can be so patient but they can be nervous about study and asking questions

OLIVE GREEN

This contains yellow and blue.

Has a kind pure heart and a generosity of spirit, they are perceptive and insightful, loyal and consistent, they offer a ray of hope when all seems lost, tenderness and power of the heart, the tenacity to overcome and defeat rejection. There can be a return to innocence of the heart; they have a power with others rather than over others. If they are betrayed or spurned they can feel real despair. They need to be encouraged, tenderly, they're constant. The children could be shut off in despair and just need tenderness - they need tenacity because they feel defeated.

The children epitomise the tender-hearted child.

Olive can be about letting go of pain of the heart. It is to do with issues of the heart. It can reveal someone who is emotionally discouraged and who is afraid to move on. Or, it can demote someone who is openhearted and willing to risk again.

We are reminded by olive that everyone is entitled to receive nurturing as well as to give it and that it is ok to ask for support. Olive says your needs are important.

Choosing olive represents a generosity of spirit and is genuinely well intentioned. It offers an opportunity for releasing bitterness and betrayal of the heart and moving on. Olive may show separation anxiety and fear of change.

Although olive people do not have a desire to stand out from the crowd, they do have a certain presence about them and as such can wield a certain influence.

AFFIRMATIONS: I am full of hope; it is safe to open my heart; my life is expanding and unfolding.

EMERALD GREEN

This contains blue and yellow.

This colour is about renewal that can be life or direction. It suggests a need to move on. It can indicate making decisions about new beginnings, taking a new path in life. Green can have difficulty with decisions when often deep down inside, they know but they cannot choose. Green says when you are stuck around decisions.

Emerald green children are generous, open hearted and truthful. It can indicate making time for yourself or making time for others, for friendships.

They can make everyone they touch feel important and believe they have time for you. .Generous, truthful, straight forward and to the point, can be broken hearted, comparing and being compared. Green reminds us that life is full of choices, each day offering many choice points and you can choose in any given moment. Sometimes such choices represent new pathways and they can seem easier and full of possibilities or harder and full of uncertainties and the unknown. Children live with the unknown every day. They live with uncertainty and vulnerability as they learn so much and grow and change.

The need for the time to make decisions, gateway to freedom - where am I and where do I want to go?

Green can indicate openness and generosity and also holding onto money and possessions.

Green has expansiveness about it and a sense of needing more space, more room or more freedom. It can denote people who are cramped in relationships or at work. It can also suggest jealousy or envy of another, wanting to be in another's space.

Green can reveal people who are open and honest, or of integrity, or the need to have these factors in their lives. Green has lots of feelings in the heart and these may need to be expressed.

In group situations or in the presence of others, green shows a need for personal boundaries. Often because of their deeply feeling nature, green does not differentiate between their feelings and those of others.

Green can be about comparing and being compared. A child can perceive itself as not the favourite one in the family (or the intelligent one or the attractive one etc.) So they can adopt an attitude that they are less than, or more than and take this into their world of school, college, work etc. Bringing this attitude into their relationships, friendships and social groups can cloud who they really are and their prospects for a fulfilling life.

A child can feel neglected because they do not get the time and attention that they need and so they believe that they are less important than whatever does get the time and attention e.g. if a parent is absent or 'too busy'. It is reasonable for a child to have feelings over such situations but because they do not possess the capability to express them they can get locked in and often carried over into adulthood.

Choosing green can suggest moving on and taking a small step at a time – it is a step in the right direction, you have made a choice. If working with a values programme you can look at the value you are working with and take a step forward with that.

NEED is for time and attention.

AFFIRMATION: There is time for me; I am safe to take a step in a new direction; I accept myself as I am.

Green people are very often not given the time and attention they need. They will tend to give time to everyone but not to themselves. They do not know how to take time for themselves. You need a gateway to freedom if you choose green!

TURQUOISE

This colour contains blue and yellow.

It offers friendship for no personal advantage; they are generally benevolent to everyone. They are bright progressive and liberal. They seek to align themselves with the highest human qualities and aspire for the greatest benefits for all. They can have emotional trauma, mental turmoil, speaking difficulties from the heart or difficulties with that.

They can be shy, reticent and reserved or have some challenges around self expression. Often they will express themselves through creativity or artistic pursuits for example designing, writing, painting, drawing, music or dance. Sometimes perceived as a stoic person they can be someone who has shut off and has problems expressing their inner world.

The undeveloped turquoise is liable to be abrasive and disregarding of other people's feelings. They can choose to involve themselves with technology rather than become involved with relationships and perhaps lack interpersonal skills. They often enjoy electronics and frequently adept at computers, expressing themselves through this medium. The downside of this is that they have more of a relationship with the computer than they do with other people. With children they do not learn to bond and form friendships. Children need to bond with someone ideally parents, family and peers. If this is not possible

for whatever reason then they will bond with something e.g. a computer (play station!) etc. Subsequently they do not use social tools or experience warm human interactions.

Choosing this colour offers an opportunity to bring forward the true person “Do you feel appreciated for who you really are?”

They can create a fantasy world and live in that. They can offer change at the highest level and choosing this colour can herald change and the unexpected. These people can be unusual in thought speech or action. They can be exciting or sometimes unnerving as you are not sure what they will do next. Some of them are talkative whilst others have problems putting their thoughts into words. This causes a sense of loneliness or being separate. They have a need to express their feelings.

Choosing turquoise says ‘appreciate your attributes, all of us are different, each individual is special.’ It inspires you to have the courage to be yourself and then the need for approval falls away. It suggests creativity is essential to finding solutions to change the world and in helping us look where we have never looked before. The underdeveloped turquoise could be a daydreamer who lives in a fantasy world and does not venture to communicate. They may be sympathetic and well intentioned or emotionally cool and restrained. It offers the opportunity to become aware of the words you use and how you feel as you say and hear them. The words that make you feel good when you say them to yourself. If you notice yourself feeling down or depressed then be creative with your thinking and use words that make you feel better. So what are the words that make you feel better? What would you like to create in your day? If you would normally be critical then create something like praise – What would you like?

It suggests you spend time thinking about what you want - not what you don't want. If you are around someone or in a situation that you feel your confidence slipping away, be creative and think of a word or value that will uplift you and within this context you can create whatever you choose.

AFFIRMATION – I have the right to experience and express my feelings; my heart is now free; I am creative and talented.

BLUE

Blue is about communication and expressing opinions, thoughts or needs even if these are different to others. Being with undeveloped blue can give you a sense that they are not to tell you what they want but they expect you to read their mind!

These people are dependable with a sense of safety, like a pillar of strength, capable and considering others, making them great mediators, serenity faith, doubt, dutiful, likes to

think things through slowly - Brings peace and contentment and asks "Are you content?"
Care givers / care takers, they can be lonely and need to talk.

Peace is significant for blue individuals and they strive towards peace with a purpose. In craving peace they will often keep silent in order to have a peaceful life. The experience of this can be that you want to express what you think but don't, because you want to keep the peace. Consequently your own inner peace is shattered and the price that you pay is peace of mind.

Blue can be reflective, a dreamer and speaks of nurturing. Children need to be nurtured and protected and know that it is safe to be who they are. They need to be taught to have faith in themselves. Blue children need to be taught to communicate and express their differences and to trust this process. Children need to learn that they are not their role, school marks, work, clothes, figure or achievements. They need to trust that their importance does not lay with what they do, or what they accomplish etc but they are important because they were born and they are individuals.

Blue can indicate a child who has had no-one there to talk to and to trust with his or her thoughts. This can lead to adults who will not share what they think. Blue may indicate perhaps a lack of attention from the mother or maybe a possessive father and dominating mother or possible a remote father or mother and this can lead to a lack of trust in authority figures. Children are aware of the unspoken in families and can even feel that it is their responsibility to replace Mom or Dad and act out the role of that family member. Those working with blue often become the parent of the parent.

Children need attention and if there is no one there to give that attention they may try to get that attention in anyway that they can, to ease the sense of isolation that it is experiencing. To a child even negative attention is better than no attention and he or she can behave badly, or get sick, or fail or rebel. This is not who the child is, it is their behaviour.

Boys selecting blue may not want to spend their lives achieving and following the male role model of father or husband as described to them by society or as expressed through the media. They may desire to express their uniqueness in different ways and then struggle because they feel they are letting down their family, mother or father or their teacher.

Children have the right to be affirmed and supported to be who they want to be without having to live up to the expectations of another. They have the right to acceptance just because they exist, not because they achieve recognition in some way for the family or school.

Blue says nurture children, guide them with love, support them to talk and express themselves while being interested and paying attention to what they say and think. This shows them that what they think and feel and want to say matters.

Blue people tend to communicate in one of three ways, by moving closer and talking things over, by moving away and going silent and withdrawn or moving against and verbally counter attacking – Blue asks how do you chose to communicate. Blue can speak about issues with the father and these issues can track through childhood right into adulthood. The absence of fathering through childhood affects each child differently, some blue children can spend their lives searching for a father, someone to take care of them and seek that in a husband. Unfortunately the child can grow into an adult that repeats the pattern e.g. having a partner who is not there for you, who has more important things than you in their life, so sustaining the belief that you have adopted. – Beliefs can be changed – it is never too late! Children are learning new concepts all the time as they grow and change – Keys to this may be found in your colours and values.

Blue needs to express its difference to the world – it says “Trust yourself and reveal your individual qualities.”

Needs: to ask for something.

AFFIRMATIONS: I have faith in the process of my life; I trust myself; it is safe to speak.

ROYAL BLUE

This colour contains blue and red.

This indicates individuals who are likely to be strong –minded. They think differently and may have the gift of expressing profound and involved concepts. Royal blue points to fluid conversation or blocks in communication. These people may appear calm and completely at one with the universe or they may seem completely and utterly alone. They are often intelligent people who have been so engrossed in their thoughts that they have difficulty in articulating. This can cause a sense of isolation and loneliness. It may be experienced as “How can I communicate, with all that in my head?” Royal blue can have hidden embarrassment because they think differently and don’t want to express it. Perhaps they think they have not been understood whilst expressing in their own individual way and therefore do not trust, or speak about it.

Royal blue suggests that you share your thoughts, intuitions and concepts with others and trust that some people will understand you and some won’t and that is OK!

Others may perceive royal blue as unfriendly, withdrawn or unsociable when in fact their perception is that they don’t belong, or are not always sure how to converse with people.

A negative belief like you can't trust anyone or others cannot nurture or love me becomes a self fulfilling prophecy because in pushing others away there is no-one there to nurture you, no-one to trust.

Highly supportive and trustworthy with a strong faith – they may have been shown authority with or without compassion. It may be that they have been around an authority figure that has had difficulty expressing kindness and caring. They have had authority shown over them and not with them and not been shown how to arrive at the 'win / win' situation in life. Royal blue can be absolutely comfortable in a silent world or experience confinement and restriction. Royal blue people are perceived as distant and cold when they may be private and shy.

The choice of royal blue may indicate a child who has been overshadowed by a parent. They are private individuals and keep themselves to themselves but may feel very isolated and unwanted. They may feel solitary because they do not feel that they are the same as other people.

The need is to be nurtured.

AFFIRMATION: I have the right to my thoughts; I have the right to my individuality; I have deep inner peace.

Like indigo children they need a lot of compassion and nurturing. They can be very strong minded and strong willed, they can be thought of as having ADHD. They don't want to do things how they have always been done.

Need: to find strength of mind with compassion to do whatever needs to be done. They could run wild and dominate adults they need a model of strength and compassion

VIOLET

Violet contains hidden red and blue.

Violet suggests that you are perfect as you are even if you are different to others. Violet children may be shy and not enjoy being in the limelight.

Leaders, popes and generals all wear violet. True leaders realise that they are the servants of the people and are there to serve in the best interests of those they are leading not to serve their own personal best interests. Violet can be about caring for others and serving the community. The grandiosity of undeveloped violet says "I am the one you should respect, I am the leader, what I say goes and I don't care about you!" This shows no respect and wants to keep others humbled. True violets are modest and humble and happy to be of service. There is a difference between being of service and being a servant.

Violet can reveal an unavailable mother or father and a subsequent sense of loss. They may be very private people who have a difficult sharing their pain with other people. There is a suggestion of unresolved feelings of grief. They can shut down and go inwards. Loss can be of love, a parent, a friend, health, a dream etc. and can contain its own inherent grief, it can become disenfranchised in other words, and it can say that there really is no one there to support you because the loss is not validated or recognised. Each loss matters!

As children they could have been ridiculed or shamed for being different, consequently violet individuals arrive at the feeling that they do not belong. They try to fit in but they think they don't. This can create a sense that they have become invisible.

Hidden anger and frustration can be revealed in violet, and they can feel shame around their anger, they can be perfectionist and very hard on themselves and it can be very difficult for them to make a mistake. When they take the pressure off themselves, of getting it right and therefore being right, they can achieve great things as individuals because they have no limitations.

If our life script tells us that it is not OK to make a mistake we can put ourselves under enormous pressure not to make a mistake or be seen not to make a mistake. A mistake can include showing a feeling, if feelings were not allowed or accepted. Choosing violet allows us to re-evaluate our script and learn to live again. Sometimes we cling to past behaviours, even when that is uncomfortable because it is what we know and it feels familiar. One of the reasons is that if we let go we do not know where we are going – we are entering the unknown. Violet shows that we can be at the point of transforming our lives, or having grief for the past and letting it go.

They have a deep sense of equality and respect for all humanity. They want to uphold their dignity (very dignified people). They show humility and may be unassuming and find contentment in helping others. They can have difficulty in sharing their pain with others. They have strong ideals and are not easily understood. They can have hidden sadness and possibly hidden shame around being different. There can be a tendency towards perfectionism. Choosing violet offers the possibility of letting go of what is lost and honouring what remains.

NEEDS to be appreciated

AFFIRMATION: I have the right to be different; I have the right to my mistakes; I am perfect as I am; I am good enough.

They try hard to be perfect – they need to know that they are perfect as they are. They need to make mistakes to embody perfection. It is essential for them to know and understand that every mistake makes you better. They are trying so hard to be appreciated. They will try to be perfect but they don't understand they are perfect as they are.

MAGENTA

This contains violet blue and red.

These people need to know they are cherished. They need to show love to themselves and realise they are deeply loved in every moment and allow the nourishment of this love to bring to the surface their own brilliance. They need to show as much compassion to themselves as they do to others. You will know when you are around them because they will show you loving attention. A challenge for magenta is that other people don't show them the same level of caring in small ways. This can cause them to feel frustrated and unloved. A sense of "I do all of this for you and you don't notice me". They do not require great displays of affection; it is the small loving gesture that counts with them.

Magenta is deeply sensitive and could have been shamed around their sensitivity. They can display "My thinking is right, but my feelings are not." They show meticulous attention to detail, they can be hard on themselves expecting to get every detail right, they can struggle to meet impossible standards. This can be disruptive in their lives.

When children are shown compassion when they make mistakes, when they understand that they are lovable and OK no matter what their behaviour, then they receive something, which is a priceless commodity. Magenta says support children to be themselves so they will not have a life struggling to keep up with impossible standards. Encourage them to do what they enjoy doing best.

Because of the refinement of their nature, loudness and brash displays often embarrass magenta. The undeveloped magenta can be raw and crude, behaving with crassness and stepping on the sensitivities of those around them.

Magenta can be seductive in the endeavour to get the love that they so desperately need to fill an unloved place deep inside them. Perhaps there is some hidden frustration and resentment at not receiving the love they give so freely.

Magenta when undeveloped can show superiority and gives the message that 'I am unblemished and spotless in every way and you are second best, defective and not good enough'. They can have difficulty admitting to faults.

Choosing magenta suggests you find an inner place of deep peace and love and freedom from doubt. The other side of this is a sense of being utterly alone and unloved in the world. This is a desperate lonely experience and extremely difficult to articulate. Magenta often experiences a sense of abandonment.

Children know if they are wanted or unwanted and they can feel wrong in some way if the parents weren't ready to have them or already had enough children etc. Sometimes it is said openly in the family that they wanted a boy or girl, or you were the unwanted third etc. Even if it is not spoken they know there is some thing wrong and they think and feel that it is about them.

Another form of abandonment to a magenta child is receiving love, but not the kind of love they need. The magenta child can experience abandonment when it is required to be the friend or companion of the parent or to replace a missing parent. Very often they are not loved for who they are and they can have a hidden belief that you need to give love to get love. The magenta child suffering from a sense of abandonment may believe that the absent parent is a hero and that life would be better if they were there.

We can learn something new and offer that to our children. We can offer compassion for what we did not know before this moment and we can choose another way of relating to ourselves and our children – we can respect them for who they are.

These people show love to everyone with great compassion and see the beauty in all people, they are deeply loving and charming, grateful and refined. They are dedicated and know how to beautify; they are sensitive and give attention to detail. They may have abandonment issues feeling not wanted or not welcomed into the world.

They may have hidden anger at love and their need is for caring.

AFFIRMATION; I am deeply loved and cared for; I am loved and wanted: I now show myself compassion.

They give attention to detail to make it beautiful if they don't get it back they may feel unwanted - it's devastating and they may go beyond that feeling

DEEP MAGENTA (black)

This colour contains all other colours

This colour holds the potential for everything within its grasp. Undeveloped talent is often lying dormant and immaterialised within this colour.

These people are able to see a world of different possibilities. They can be inspirational to those around them.

They are able to understand and see the hidden possibilities in others and motivate them to achieve their maximum potential. They see a lot that's hidden about others but cannot see

what's hidden inside themselves – they are deeply intuitive and understanding. They can have a lot of unfulfilled capabilities; they can be resolute and staunch.

This colour points to an underlying intensity and they may be forceful, compelling individuals who are somewhat hard to fathom out or extremely private. They can be content working behind the scenes as a driving force encouraging others to fulfil their latent skills.

This colour choice is for people who have many talents or even issues which are often suppressed or undisclosed. They have a tendency to become concerned and involved and they can become overstrained and depleted. In the undeveloped deep magenta much can remain uncultivated and unrealised.

Choosing this colour represents a possibility for change and renewal at the deepest level a total transformation and the need is for compassion.

AFFIRMATION: My life is now full of potential; it is now safe to reveal myself; I have a richness and depth within me; I appreciate my qualities.

They can inspire others but cannot see what is in them. If this is chosen then you are attracted to total transformation, there is hidden potential you want to find it but you cannot see what it is.

CLEAR (White)

Clear reflects all colours.

They can be very clear about that they want or can be quite 'foggy' about it.

Because they have a sense of all colours within them they can become a mirror for all those around them (Chameleon tendencies).

Often these individuals appear to be lost and looking for something that reflects them in some way hoping to find a sense of identity.

They can become a 'jack of all trades and master of none' as they have this difficulty in finding themselves and because of their experience of many things.

The challenge for this person is that they can see others clearly and others cannot see them and this can cause suffering. It is not easy for other colours to see the clear experience because you see them through the eyes of red or blue or whatever. Clear therefore experiences great relief when others eventually see things through the clear viewpoint. At

last someone can mirror back at them their life experience, instead of them always being a mirror for others.

Clear reflects all colours out of it. Clear can see all the other colours. The experience is that they cannot see or find themselves which can be painful. We need to see ourselves reflected and have mirrors of ourselves. They are saying, "See me – Notice me". – It is the same concept with babies – I exist because you mirror me back to me.

Clear people will absorb from the mother this is unconscious and the person does not know why. If you become consciously aware of the patterns then you can change them and you have a choice!

Clear can feel the emotional pull in groups so that they need to be certain which emotion is theirs.

Choosing clear or white offers the possibility to see things clearly. It is an opportunity of clearing past patterns or beliefs we have about ourselves. These may be the unconscious beliefs mirrored by the mother figure at a pre-verbal stage of development – Clear shines light on the subject.

If children are not allowed to cry then their tears become frozen. So clear also represents these frozen feelings in and from childhood, that is waiting to be cleared up. Often children are shown that tears and feelings are wrong and considered weak. Some people won't allow themselves to cry because they feel they will not be able to stop. It is a natural, clearing and cleansing process to cry.

All the pale colours contain clear - these can represent tears that don't come out, they block and the emotion needs to be let out – needs to be seen.

When this colour is chosen as a pale colour it can indicate feelings were initiated by the issue of the other colour e.g. pale blue indicates communication often held in the throat. Clear with green, pain held in the heart, pink pain about the need for unconditional love. Gold, frozen tears, being about not being valued etc. This combination can show intensity about the underlying colour issues.

This choice of colour has a possibility for everything with no limits or people choosing it can be isolated and unsure of their identity. They understand the viewpoint of others but are not always seen or understood themselves. There is hurt and pain in that and can produce frozen feelings, can be mirrored by mother – Can be about becoming clear about unconscious beliefs. It reveals the possibility of clearing past patterns.

The need is to be seen.

AFFIRMATION: My way is now clear. All is well in my world; I am clearing the past: my way is now clear.

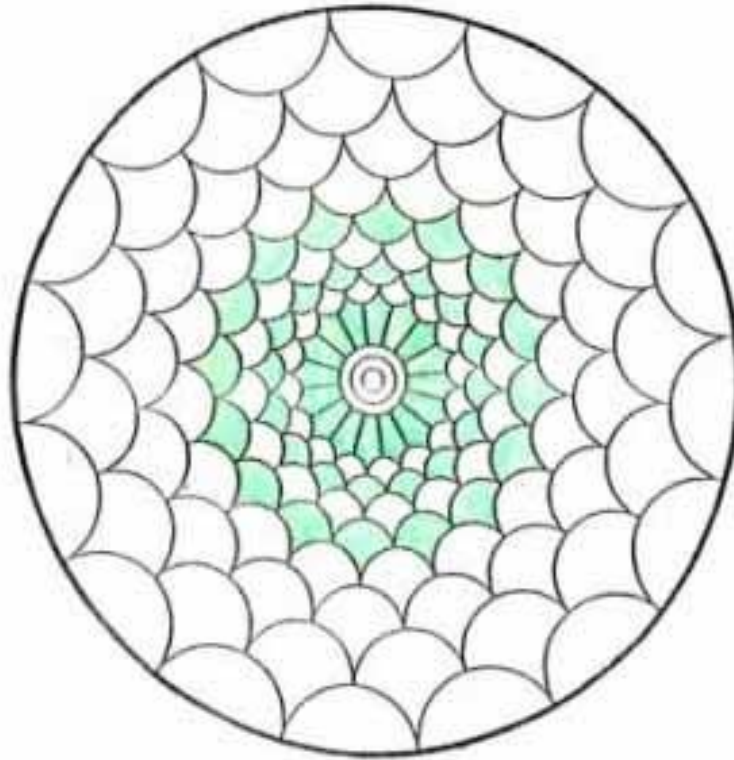
The child needs to have itself mirrored back – if it doesn't get itself mirrored it will stop doing and being! This will form unconscious patterns. For example, if the child cries and doesn't see itself mirrored, it will stop crying. This will freeze the emotions for life!

- REMEMBER HOW MUCH INFORMATION ABOUT LIFE IS ABSORBED BY CHILDREN.
- 80% OF ALL COMMUNICATION IS NOT VERBAL. SO IT CAN BE THAT WE ARE CUT OFF EMOTIONALLY BY OUR CARE GIVERS WHEN WE ARE YOUNG.
- IF WE BEHAVED IN A CERTAIN WAY, WE QUICKLY LEARNED NOT TO DO THAT AGAIN!
- CHILDREN ARE NOT THEIR BEHAVIOUR.
- BEHAVIOUR IS LEARNED AND AS THEY LEARN MORE THEY LEARN TO BEHAVE IN A DIFFERENT WAY.

Just to give you an idea of how I have interpreted this in working with one of my case load – I have attached an example from my case book below:

COLOUR THERAPY PROFILE

FOR THERAPEUTIC SUPPORT AND LEARNING STRATEGIES.



THE PATTERN

The way this young man went about filling in the Mandala was very unsure – this exercise took him 45 minute to do this much. He was hesitant started on the inside and slowly made his way out one step at a time in a methodical way and continued to ask if he was doing it right. He started on the left hand side and was very dominated by his mother who would never allow him to answer a question for himself.

Colours chosen Yellow / green

ANALYSIS:

The major issues that relate to this young man are italicised and in bold.

YELLOW

Yellow is contained in orange, gold, olive green, emerald green and turquoise.

A sunny disposition, contagiously cheerful about everything – they are interested, curious, absorb facts quickly or they **can think that they are not able!** Or they can fluctuate. They are usually intelligent but have an issue around this. They may be academically inclined or they may think I am not really intelligent and I cannot think and **these children become too nervous to ask for the information they require** – In this way they can place over emphasis and importance on the value of academic qualifications. Academic achievements and certificates are not a measure of a child's value, the child is already valuable. **There is no measure that can be put on the value of children and they need to learn that - intrinsically they have value.** The qualities that each person has to give and the clues they bring into their endeavours are more important than a piece of paper.

Yellow suggests someone who likes to take control and can be unwilling to let go control.

One way for this to manifest is for yellow to stay in their heads and distance themselves from the way they feel – this can be expressed as “I think and not feel”.

When they are worried yellow people go round and around in their thinking and get themselves more worried and more uncertain. Yellows can be assured or alternatively confused about themselves. **Yellow can have insecurities and be afraid to look at them.**

Selecting yellow suggests the possibility of a need to eliminate something from their lives and there may be concern about dealing with this.

They can be extremely nervous about learning one minute they've got it the next they've lost it. An example of yellow learning something new could be: excitement at learning something new and then feeling nervous, as in “I am confused” or “Aha, I've got it!” and then fear because they cannot grasp it. So the yellow experience can be very up and down.

As children we need to learn that all our feelings are normal and to understand this. We need to have our feelings validated for example fear – Fear can appear on a spectrum of anything between slight nervousness and apprehension to scared, frightened and alarmed. **They need someone to listen to their fears and that doesn't tell them there is nothing to be afraid of. They need to know that the fear will have a beginning, middle and an end.** Fear is the energy of aliveness it keeps us alert and enables us to discriminate and discern. The common form of fear in yellow is stress; it can begin as a simple worry or concern and build up to anxiety states. **Children can easily build up their issues around tests or not being good enough or being in too much trouble!** This can lead to them dropping out of the situation; **they cannot cope with the pressure that is being put on them. They can develop a fear of failing.**

People who choose Yellow have a need for validation

They can have anxiety / excitement – be playful or timid and nervous.

This colour can indicate that they need to eliminate something from their lives. They need to be affirmed, there can be excitement and anxiety and constantly fluctuate – ***go round in their thinking – and the adrenals can be overworked in this respect.***

AFFIRMATION: My mind's is clear: I am intelligent: I have the right to ask for information

– They make excellent teachers as they can be so patient but ***they can be nervous about study and asking questions.***

EMERALD GREEN

This contains blue and yellow.

This colour is about renewal that can be life or direction. ***It suggests a need to move on. It can indicate making decisions about new beginnings,*** taking a new path in life. ***Green can have difficulty with decisions*** when often deep down inside they know but they cannot choose. Green says when you are stuck around decisions.

Emerald green children are generous, open hearted and truthful. It can indicate making time for yourself or making time for others, for friendships.

They can make everyone they touch feel important and believe they have time for you. . Generous, truthful, straight forward and to the point, can be broken hearted, comparing and being compared. Green reminds us that life is full of choices, each day offering many choice points and you can choose in any given moment. Sometimes such choices represent new pathways and they can seem easier and full of possibilities or harder ***and full of uncertainties and the unknown.*** Children live with the unknown every day. They live with uncertainty and vulnerability as they learn so much and grow and change.

The need for the time to make decisions, gateway to freedom - where am I and where do I want to go?

Green can indicate openness and generosity and also holding onto money and possessions.

Green has expansiveness about it and a sense of needing more space, more room or more freedom. ***It can denote people who are cramped in relationships or at work. It can also suggest jealousy or envy of another, wanting to be in another's space.***

Green can reveal people who are open and honest or of integrity or the need to have these factors in their lives. Green has lots of feelings in the heart and these may need to be expressed.

In group situations or in the presence of others, green shows a need for personal boundaries. Often because of their deeply feeling nature, green does not differentiate between their feelings and those of others,

Green can be about comparing and being compared. ***A child can perceive itself as not the favourite one in the family (or the intelligent one or the attractive one etc.) So they can adopt an attitude that they are less than or more than and take this into their world of school, college, work etc.*** Bringing this attitude into their relationships, friendships and social groups can cloud who they really are and their prospects for a fulfilling life.

A child can feel neglected because they do not get the time and attention that they need and so they believe that they are less important than whatever does get the time and attention e.g. if a parent is absent or 'too busy'. It is reasonable for a child to have feelings over such situations but because they do not possess the capability to express them they can get locked in and often carried over into adulthood.

Choosing green can ***suggest moving on and taking a small step at a time*** – it is a step in the right direction, you have made a choice. If working with a values programme you can look at the value you are working with and take a step forward with that.

NEED is for time and attention.

AFFIRMATION: There is time for me; I am safe to take a step in a new direction; I accept myself as I am.

Green people are very often not given the time and attention they need. They will tend to give time to everyone but not to themselves. They do not know how to take time for themselves. You need a gateway to freedom if you choose green!

The major issues that relate to this young man in respect of his counselling and learning approaches are italicised and in bold.

CHAPTER 3

Working with Universal Frequency Therapy

NOW....

We are going to work together through the UNIVERSAL FREQUENCY SYSTEM:

STEP 1:

UNIVERSAL FREQUENCY – Working with adults or children aged 14 years (approx) and above.

- You can download the pack of pictures that are included below entitled Universal Frequency Therapy (UFT) pictures BIG. They can be downloaded from here:

<http://www.hetwebsite.com/file/cache/linsthings/UFTpicturesBIG.pdf>













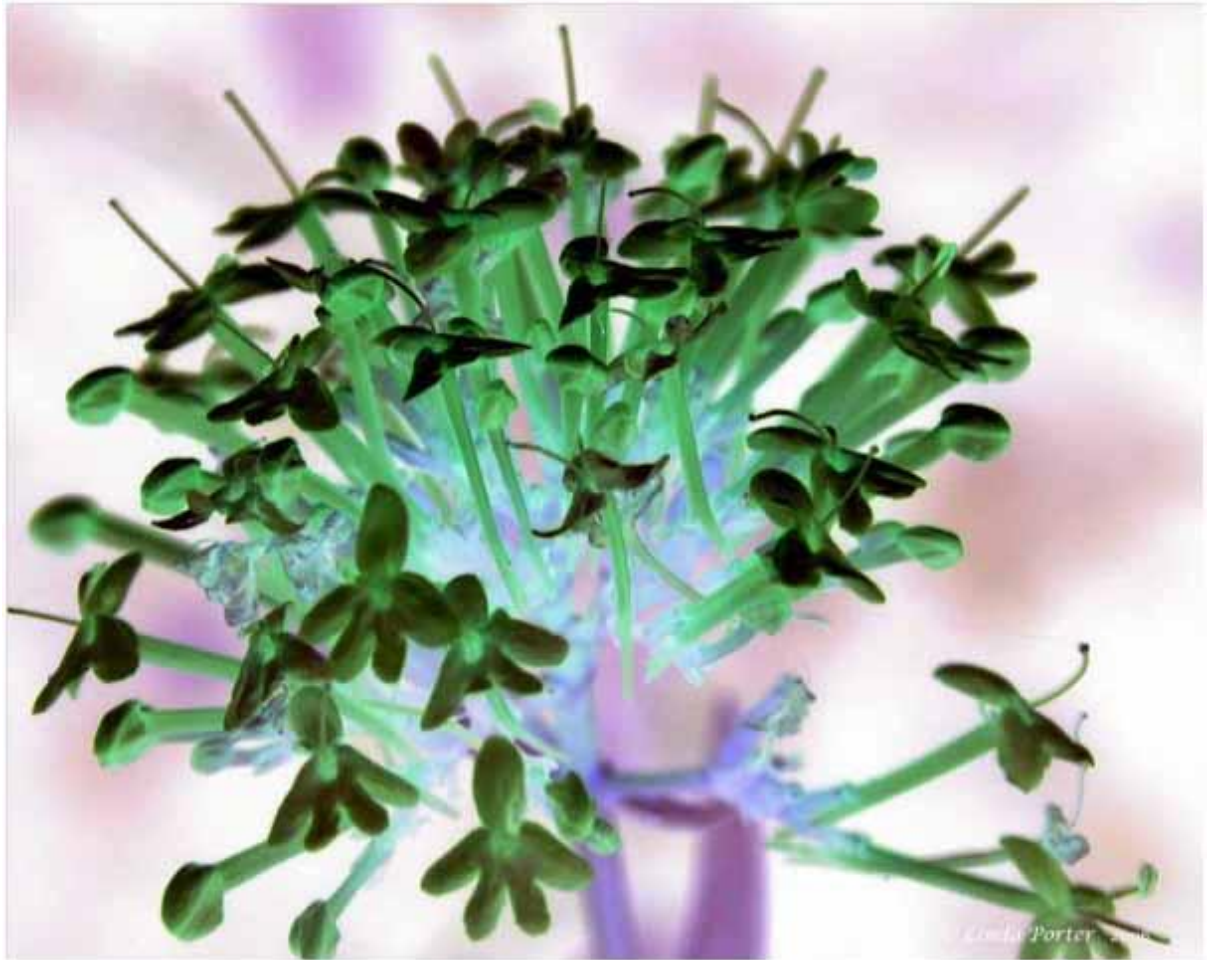
















14

This is the pack you will work with first.

STEP 2

Below are the Universal Frequency Therapy (UFT) pictures SMALL. You can download them from the link below as well -

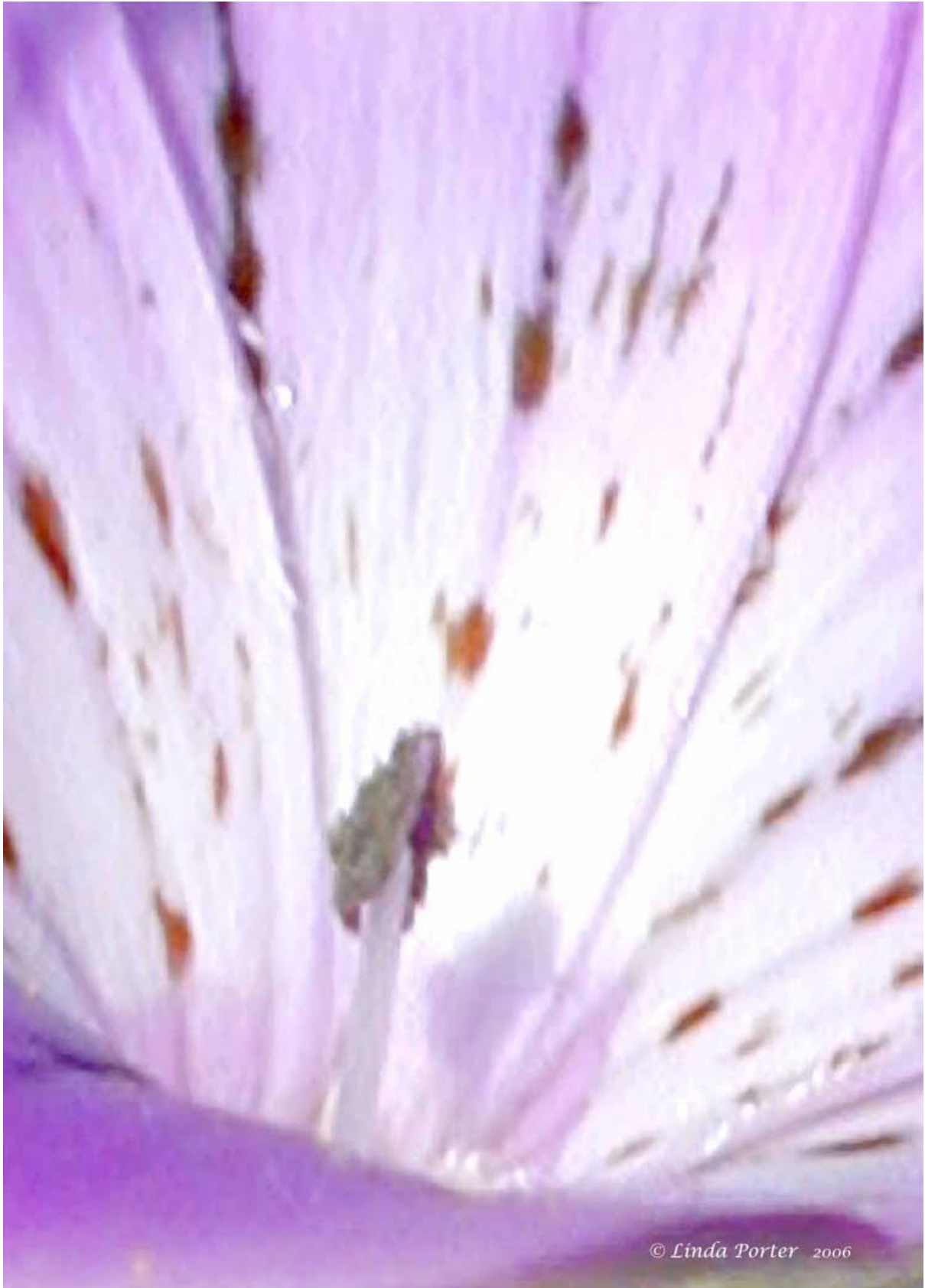
<http://www.hetwebsite.com/file/cache/linsthings/UFTpicturesSMALL.pdf>

This is the pack for the second stage of the process.



1





3



4



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6



7



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10



11



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14

When you print off all the photos – each one has a number which corresponds to a title in the key below for your reference. If you prefer not to print off all the photos, you can work from your computer screen.

1	Bindweed
2	Cloveretheric
3	Corncockle
4	Daisyflower
5	DragonArum
6	Fariybush
7	Flybindweed
8	grasspoppy
9	poppyfairy
10	poppyredfairy
11	restingto
12	Valerian2
13	Wild rose
14	willowpic

STEP 3

Below is the next set of pictures for Universal Frequency Therapy. (UFT) pictures Essences
 You can download them from here -

<http://www.hetwebsite.com/file/cache/linsthings/UFTpicturesESSENCES.pdf>

Or you can work from your computer screen if you prefer.

(UFT) Essences pictures























1	Animal
2	Angeltree
3	cenflr
4	Rose root
5	fuchsia
6	ivy
7	laburnum
8	ragwort
9	tulip
10	Willow catkin
11	Willow bark
12	Willow Spirit*

**Please not that if the person you are working with chose Number 14 'Willow Picture' from the UFT big pictures and also chose number 12 Willow Bark from the UFT essences then they will need to take Willow spirit essence – digital sound frequency.*

STEP 4

To work with the essences you can access them from the following links – Universal frequency essences sound frequencies and download them to your computer.

Here are some words from WILLOW:

Statement: Through all life experiences we develop empathy and compassion.

We may utilize these in sensitivity and purity of purpose- swiftly transforming old behaviours and learned conditioning into a greater understanding. We discover within ourselves the knowledge of when to engage a new experience, and when it serves to step back. The 'creative' flows to unite your many aspects and reveal new avenues of


exploration from the heart. As the feminine creativity expands we begin the greater balancing between the Mind and the Heart.

The following table lists the frequency and the corresponding picture. In the column next to this, is the message that goes alongside the chosen frequency. Some children may not understand this, in which case you may give them some help to understand what is being explained:

Here are the WILLOW messages that link to each of the pictures. These need to be read out to the person who is doing the exercise after you have read back to them, their spoken response to the pictures. Some younger people doing this exercise may be in need of some help in the explanation of these messages


Below the Essence is the download for the frequency. The directions for taking this are given below the table.

Digital sound essences and explanation

1	Animal		<p>This essence is created to support those of the animal kingdom. Creates balance in the physical systems, especially where there has been abuse, an injury and/or trauma. Soothes the emotional body and promotes a calmer state. Addresses the mental and retained emotional memory tags of harm, fear, anxiety and panic/confusion, which often reflect in respiratory distress and exhibition of anger or fear trigger reaction. Works well with those animals that have been abandoned and are readjusting to living space. Useful in application daily for trauma, a loss grieving or post surgery. Gently apply by rubbing 3 drops into the spine area. In extreme cases, add to minimal drinking water.</p>
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Link to Animal essence

<http://www.hetwebsite.com/file/cache/linsthings/animalescence.mp3>

2	Angeltree		<p>Blending the masculine and feminine birch trees provides balance to all of your bodies (mental, emotional, physical, and etheric or spirit). You are better able to see and hear the effects of your thoughts and spoken words as well as your emotional reactions to events. Refines your ability to bring your personal multi-level knowledge and intuition into actual cooperation. Assists in bringing gentleness to your actions and kindness into your verbiage.</p>
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Link to Angeltree essence

<http://www.hetwebsite.com/file/cache/linsthings/angelessence.mp3>

3	Lilyhybrid		<p>Lifts into awareness those issues resulting in intestinal conflicts, an over stressed Liver, and increased acid production. Lifts one into the vitality of living in the present, rather than with memories or anticipated plans. A gentle reminding to the senses that the life song changes as we evolve. This essence supports developing a pioneering spirit in undertaking newly realized work avenues within a discordant environment.</p>
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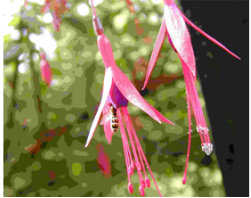
Link to Lilyhybrid essence

<http://www.hetwebsite.com/file/cache/linsthings/lilyhybrid.mp3>

4	Rose root		<p>This essence, created from the mature root of rose, works on the emotional- spiritual levels in inter-species communications. Soothes and promotes healing from encounters not yet understood, and supports the releasing of fear based emotional memory and pain- the fear of the unknown or non-familiar. Addresses traumas, both current and cellularly retained</p>
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Link to Rose Root essence

<http://www.hetwebsite.com/file/cache/linsthings/roseroot.mp3>

5	fuchsia		<p>Empowers creation of balance in all things- your relationships in home, work, community. Utilizing your power to create what best serves in your life, family and the natural environment around you. Of great assistance in facing long term or recurring stress, nervous depletion or the feeling of being overwhelmed, and emotional exhaustion.</p>
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Link to Fuchsia essence

<http://www.hetwebsite.com/file/cache/linsthings/fuschiaessence.mp3>

6	ivy		<p>Sustaining the stamina for realization of self values and developing appreciation of your deeper knowledge. Promotes the physiological processing with personality and spirit. You open your perception of how to transform what you perceive before you into something entirely new and vitally satisfying. You expand your abilities.</p>
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Link to Ivy essence

<http://www.hetwebsite.com/file/cache/linsthings/ivyessence.mp3>

7	laburnum		<p>Particularly helpful in resolving issues of duality in relationship with yourself and others. Supports accepting your whole self in grace. As you open to new levels of inner wisdom, you are allowing faith and truth to guide your decisions. Benefits focus on balance within the mental-emotional spectrum. Useful in cellular release if coupled with appropriate energy work, or supportive integrative body work. Assists in smoothing mood swings, calming confusion and self-directed anger.</p>
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Link to Laburnum essence

<http://www.hetwebsite.com/file/cache/linsthings/laburnum.mp3>

8	Ragwort		<p>Opens perception to the consequences of your personal creations and those of the collective. In accepting that you are a nurturer in truth, you learn from these creation outcomes, and forge new expressions in future choices. Supports release of long held memories and beliefs of lack, loss, harm. And absorbed toxins within your thoughts, emotions and environment. With this support you observe in a way that is non-judgmental and look for constructive actions for renewal and preservation</p>
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Link to Ragwort essence

<http://www.hetwebsite.com/file/cache/linsthings/ragwort%20essence.mp3>

9	tulip		<p>Encourages honest viewing of your life, with a non-emotional detachment, in order to fully absorb the potential in all possibilities being presented. As water flows to sustain life, so to finding flexibility allows new and difference ideas into your life. Promotes healing issue clearance for understanding your perfected state of being. This leads you to acceptance of your unique gifts in contribution and a willingness to bring these forward in service.</p>
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Link to Tulip essence

<http://www.hetwebsite.com/file/cache/linsthings/tulipessence.mp3>

10	Willow catkin		<p>This serves as a base-line essence, and amplifies all other essences. Singularly it clarifies your willingness to see and communicate with the natural world. The simplest step begins with the Devas, elementals, trees and elements, grounding yourself with the Earth. This can develop into an acceptance relationship with all life forms and an honouring of the inter-dependence.</p>
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Link to Willow Catkin essence

<http://www.hetwebsite.com/file/cache/linsthings/willowcatkin.mp3>

11	Willow bark		Assists in dealing with deep inner issues. Knowing your own inner terrain free of judgment. Supports recognition of what needs attention.
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Link to Willow Bark essence

<http://www.hetwebsite.com/file/cache/linsthings/willowbark.mp3>

12	Willow Spirit*	Please note than when the person you are working with chooses 'Willow Pic 'from the big pictures and Willow Bark from the essence pictures they will need to take Willow Spirit as the remedy.	Supports integration of the mental, emotional and physical in a balanced way with the spiritual. Assists you in accepting all experiences for their growth value, and, with detached observation, releasing what life patterns no longer benefit your wholeness.
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Link to Willow Spirit essence

<http://www.hetwebsite.com/file/cache/linsthings/willowspirit.mp3>

This is how you should take the essences:

This stage of the process is taken when the person you are working with has finished speaking out loud their journey through the big picture.

They will have been given a choice of whether or not they wish to journey through the small picture. If they have chosen to repeat the process with the small one they will then be at the stage where they can chose the essence picture.

Once they have chosen the essence picture - this is how you prepare it:

Simply download the picture and the essence sound frequency

Store them in a safe place on your computer.

Place a glass of mineral water in front of your speakers and play the sound frequency for approximately 10 seconds in front of the glass. Water has the facility to hold memory.

Ask the person who has done the therapy with you whether they feel that they would like to drink the water, or put a drop on the inside of their wrists or just simply hold the glass whilst you read back their spoken words and the message from the picture.

This process helps the understanding of their experience with the picture to be absorbed into their perception. It is this that starts to change the way in which they see things

Disclaimer: No medical claims are being made about these remedies in any way whatsoever. If the person with whom you are working is in need of assistance for medical reasons, they must seek the advice of a medical practitioner.

STEP 5

You can download all your booklets from the links given and print them off from your PC or tablet. When you have them, then you are ready to start taking some one through the process. Remember this particular part of Universal frequency (Using the colour pictures) is generally for adults and children over approximately the age of 14. Although some older children might still be more comfortable with using the black and white pictures and the technique given in 'Willow and his helpers', some younger children are sufficiently developed to think abstractly and so this approach may be more suited. Please go with what you feel is most appropriate for the person concerned.

HERE IS HOW YOU WORK WITH UNIVERSAL FREQUENCY:

Ask the person who is doing this exercise to select a big picture from the UFT BIG Pictures – This represents their 'big picture' – their life script. If they have trouble narrowing it down to one – then ask them to take out all the ones that appeal to them and then discard one at a time, the ones they don't want – until they are left with the one they want to work with. You may prefer to work from your computer screen but it can be easier to make the selection from a pack of prints of the picture.

Ask them to relax into the picture – do the soft stare process. They must NOT interpret what they are seeing themselves at this point – explain that you will write down for them what they say and read it back later. If they do this then they are switching from right to left brain action and will lose the flow.

Write down everything they say and note their body language – any emotional responses – how they hold the picture – whether they turn it around or not (this will denote whether or not they view situations from one perspective or look at things from different points of view.)

Be sensitive to how your client is responding – if appropriate you may use questions such as:

Can you see any beings / helpers / do they remind you of anyone?

Do they have a message for you?

Do they have any gifts or symbols for you?

How do they make you feel?

When you think the person doing the exercise has completed, then you can ask if they have finished or if there is anywhere else in the picture that they would like to explore?

Pull from the pack the small picture that corresponds to the large picture selected (this is the small close –up picture with the corresponding number) - this represents a current situation or circumstance that reflects holographically, the big picture life script, which is represented in something playing out in that person's life at the moment. In other words, they are currently going through a situation, relationship or a set of circumstances that is repeating these patterns from their life script right now. Ask if they feel that they would like to work with that picture or not. If they say 'yes' then that is the case, and the small picture should be worked with in the same way as defined above. If they say 'no' – then that is not the case and so move on to the next stage.

Selecting the essence:

Ask the person doing the exercise to select an appropriate picture from the essence pictures collection working in the same way as for the big UFT pictures as defined above. When one is chosen, take the corresponding essence sound frequency from the list of frequencies given above, take a glass of water and put it by the sound speakers to your computer and play the frequency for about 10 seconds. Ask the person doing this exercise if they wish to just hold the glass, or have a drop on their wrists, or to drink the glass of water and follow their guidance. The point of this is that it helps them to understand what has just taken place.

You can order a set of the essences from www.hetwebsite.com if you prefer that approach rather than working from the digital sound essences.

Read back to them, slowly what has been written, DO NOT ATTEMPT TO INTERPRET IT FOR THEM...This will not work because it is their subconscious metaphor or their own special symbol if you like – If they need any help then you may prompt them, e.g. if they saw a lion then you can ask: “well.. What does a lion mean to you? A fierce jungle hunter – or a lazy male who lies around the place whilst the woman does all the work!!”

You start by slowly reading back what they spoke out, being sensitive to the person’s response. It is not a stop / start process, only stop if the person indicates the need.

Feed back the message of the chosen essence to the person concerned. This is indicated in the UFT essences section.

Sometimes, it is helpful to have a dream dictionary to hand to assist in interpreting any meanings but an excellent reference book is “Animal Speak” by Ted Andrews and if you Google the author’s name and the title of the book you will probably get an insight into what that animal means as a symbol in the picture

Ask them, once you have finished reading it back, if that makes sense to them, at this point they may or may not want to talk about the experience with you. This can sometimes form the basis for a more in depth conversation about how they have worked with that experience. However this might not be the case as it is not necessary – just interacting with the picture is enough to change the neural nets (mind maps) and perception.

You may like to say to them, that they will not wake up tomorrow morning and say “Gosh, I’m doing things differently now, my life has completely changed.” It is a slow process to see the outcomes of these changes. It is more realistic to anticipate that they will, at some point in the future see that “Looking back. I have done things differently now and more and more, life seems to be changing for the better...”

UFT with younger children.

WHAT IF YOU ARE WORKING WITH A YOUNGER CHILD?

Well, if this is the case then it is more appropriate to work with Willow and His Helpers. You may have already started to work with Willow’s materials as a free download or from your Introduction to HET book. If this is the case then working with Universal frequency with children will involve revisiting these materials and taking your child back into the ‘garden within’ story and meeting Willow’s helpers in the garden. When they return from the garden in the story you can ask them to choose one of the black and white pictures that look most like the helper they met and played with.



I often start off this activity with a game - saying how many helpers can you see hiding in this picture?

When they have chosen the picture (which are the same as the UFT pictures small), you can print it off if you haven't already done so.

Have a set of colour crayons or felt tip pens at hand and ask them to colour the picture in.

Start off, by asking them to colour their helper in and then see if the helper has any gifts for them. Can they see these gifts in the picture? Can they colour them in?

Talk with your child through this activity. Do not attempt to interpret it or explain it to them. Just let them talk to you through the activity.

I always find it a helpful thing to do, to frame the child's picture so they can hang it up in their room and whenever they have a worry they can give to the helper to sort out for them.

See how this session goes and you can ask them if they have any worries that they think they could give over to the helper for example. This approach can open the way to a relaxing, one step removed, situation from any worries your child may be experiencing by saying "What sort of worries has the helper sorted out before for other visitors to the garden?"

To download a complete copy of 'Willow and His Helpers' which includes the black and white pictures please visit:-

<http://www.hetwebsite.com/file/cache/linsthings/Willow'shelpers.pdf>

These black and white pictures are included in the section below

These pictures are to be used with the story – Willow and his helpers

You will need to print off a full set of these pictures

At the end of this story, we say Goodbye to the helper who we chose to come and play with us in the garden and we leave Willow's garden, handing over any worries or concerns that we have, behind us.

When we were playing with Willow's Helpers, they may have had a very special message to help us with any worries after we left.

The idea of these pictures is to choose which one looks most like the Helper we met in the garden.

By choosing a picture and having a full set of crayons, they can colour the helper in as they talk about Him/her. At the same time as they are colouring in we can ask the HETTY, if the helper has any gifts for them and if so to colour them in the picture.

Willow and his helper's pictures:-



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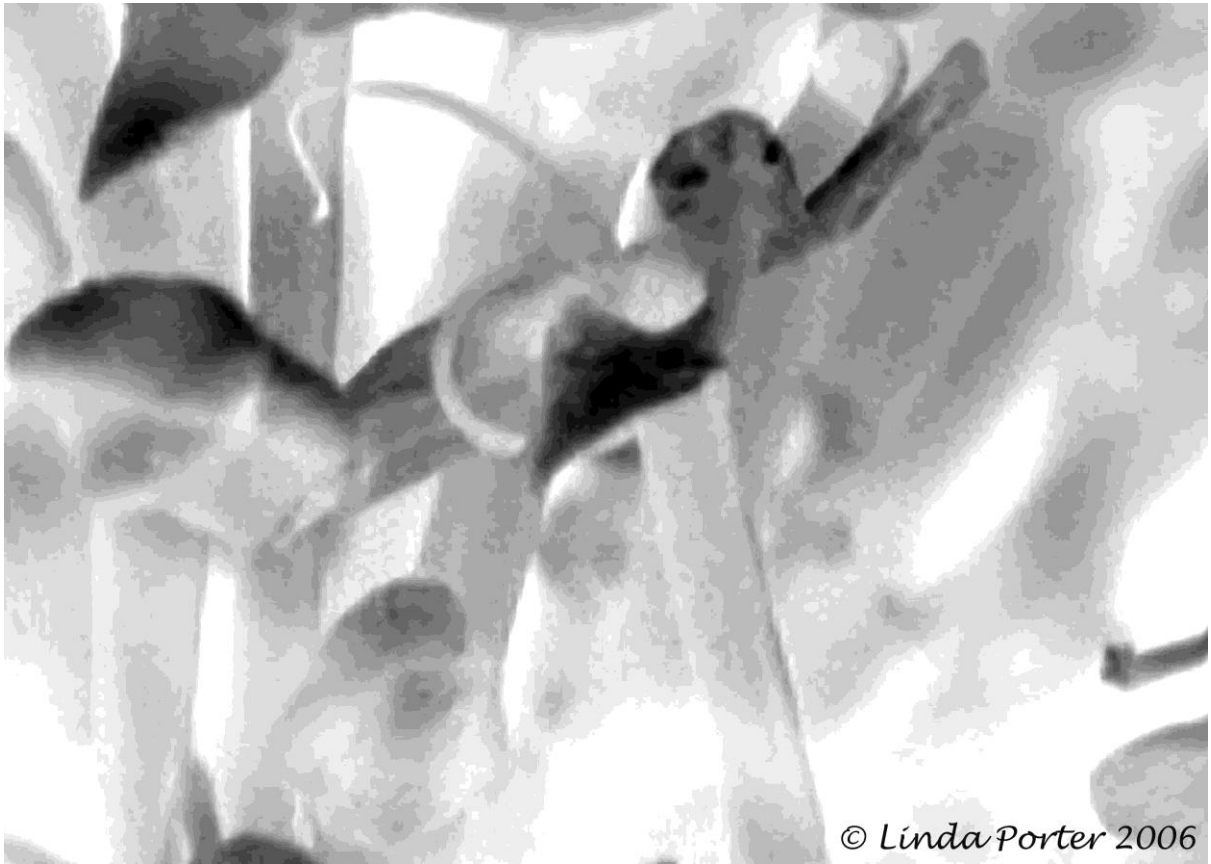




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CHAPTER 4

WORKING WITH OR-KIDS

This activity is suitable to work with children to help them understand their negative patterns in a one step removed way. This enables them to change the way they see things as a game to play, which is all about a first day in school for the or-Kids.



It is also a therapeutic tool to work with adults and help them identify the family dynamics in which they grew up, because of the interaction of core issues between various family members in their home as children.

Doing this activity with adults helps them to understand the parental issues and forgive deep seated hurt that has never been understood or released and which can have an impact on daily life because of misperception going back to childhood.

The pictures for this are included below or to download this set of materials - Or-Kids, with details of how to use them, please visit:

<http://www.hetwebsite.com/file/cache/linsthings/or-kids.pdf>

This is a set of materials to help you with understanding family dynamics.

Within HET, we define a 'dynamic' as being the deep seated core issues of our parents and other family members that gets passed on (like 'Pass the Parcel'), from one member of the family to another, until they begin to understand the process. This is when the music stops and they hold onto the own 'stuff', own it and unwrap it and look at it.

Until they realise that this issue is down to their perceptions (the way they see something) and work through it, they will pass the parcel to someone else to open, saying things like “It’s not my fault.” “They made me do it.” And so on – in other words it is always someone else’s fault.

We all have core issues that will stem back to our childhood and they are what we project on to other people around us. That is until we get to a level of understanding whereby we recognise that their reactions are mirror reflections of our own issues. The dynamic is where we are constantly passing the parcel to each other before the music stops. In other words we are always blaming someone else for things that we don’t take responsibility for.

Our children will grow up to become a product of ‘growing up’ in the dynamics of the family home and the result of that will be programmed into them as their own core issues. They will re-enact them in the playground, in the classroom and when they grow up, it may even be in the boardroom!

They will even be repeated in their relationships with others including partners who will have come along with issues of their own and this in turn of course, creates a new set of dynamics as they project them back and forwards onto each other. If there are children growing up in this dynamic this again will create core issues and so the pattern is repeated over generations in some instances.

Until they break the pattern!

Or-Kids is a system I have developed that sheds a little light into what these dynamics are all about. By doing this exercise with your child, you can find out what your own (and other family members) core issues are. You can do this exercise yourself and discover your parents and your family dynamics and see how they have got passed down from one generation to another.

When you look at the pictures of these orchids – you can see a ‘kid’ in each of the flowers. They are the ‘Or-Kids’! The idea is that you chose one of them to work with through this little exercise.

This is how you go about this:

You can either work with adults or with children. With adults you are working with something referred to as ‘The Inner Child’ – what this means is that we are all a product of our past right now and much of that is shaped by our experiences, feelings, thoughts and memories as a child.

WORKING WITH OR-KIDS

The first thing to do is to say to the adult you are working with (or to think about for yourself)

Can you remember what it felt like when you were once at a very vulnerable time in your life?

A time in everyone's life when they felt vulnerable was their first day at school.

Use the same procedure when working with children as you use when working with inner child work with adults. With children you can explain that this is about problem solving and built into a game – it's about helping others...

Explain the scenario of the vulnerability of the first day at a new school. Ask questions like 'What can you remember?' 'What did it feel like?' etc. Then ask the person you are working with to choose a 'kid' that they feel they could be friends with. This involves them looking through the set of Or-Kid pictures. They can do this on screen if you like but it is easier to choose a picture if you print them off. Make a note of what number this is.

Ask them what their friend's name is?

Ask them what their friend's..... (Refer to by name here) good points are – what they're good at etc. This is to establish the 'positive'.

Ask what their friend is worried about or frightened of (in school or out of school).

Ask them to tell friend's story or history.

Ask what advice they could give to their friend in that situation.

Establish the possible consequences of following that advice. Explore obstacles and alternatives – define a strategy. In other words ask questions like "What would happen if your friend did this? Or did that?" "What could happen next?" and so on. Make a note of all their responses.

Ask them to go through the pack once more and this time they need to select anybody from the other pictures who would stand by that 'kid'. This can be a parent or grandparent etc. This could be who would come and be with your friend on open day for example?

Note down the number and status (this means is it a mom or dad or grandparent, brother or sister and so on) and also the position of where they put each picture in relation to the picture of their chosen 'Or-Kid'. You can draw a simple diagram with their friend in the middle (write down the number.) Then draw the position of the other pictures around it (again write down the number of each one on your simple diagram of what they are placing and where).

This will give you an insight into the core issues of the family members and how that has projected onto the child concerned. This approach helps to heal the bruised perspective of childhood misperception. It can release neural nets from childhood with inner child work, when you are working with adults and provides the advice to that person that they needed to receive when they were a child themselves but whatever it was that happened, they didn't understand and have been waiting all this time to hear.

For children it works on the basic counselling premise that we all have our own answers to our own problems, it just needs to be brought out in a gentle and positive way, this approach represents a safe one step removed process for doing just that.

You will need to conclude the session by reading back to your client what they have said throughout the session. If this is an adult then it will help them to make sense of their core issues from childhood.

For a child, there is no need to offer any explanation. Just follow the conversation about their friend's worries because what they have told you, is in some way relevant to worries that they may have. Just doing this exercise will help them sort it in their own mind and enable you to gently understand and support your child in that one step removed way. Do not say to them "Well then, this must be happening to you." Talk to them very gently about how their friend could be helped." Keep it removed from them or they will not open up. Just gently monitor the situation. You could always ask them later if they would like to play the Or-Kid game again and see how their 'friend' is getting on.

Family Dynamics

In order to understand the family dynamics you will need to go back to the diagram of the family members around the child. Firstly, where did they place them? Close to their friend? Far away? (The Or-Kid friend they chose represents themselves) the space and position of the relative to their friend will reflect the relationship with that family member. Are they

above them? Perhaps they looked up to that family member or were dominated by them. If they were placed above the family member, were they trying to get on top of them? What is the relationship of the family members to each other from the child's perception?

Cards placed to the left of the or-Kid represent female issues and to the right male related issues.

Once you have established the relationships from the child's perspective (and that also refers to the inner child perception when you are working with adults!), you can gain a further understanding of exactly what those core issues are about that are associated with the adult concerned by relating the number on the card to the key given below:

OR – KIDS – Information provided by Judy Issit '05

1. Tears – the child who IS crying... Still holding back

2. Lost child – going unnoticed – expressionless, nothing there – “No-one notices me”

3. Abduction, terror / fear dreams, monsters / aliens – over powering – all encompassing this thing - can't explain, completely over shadowed by the big issue – suffocated by the issue.

4. Confusion – help me, tell me what to do, doesn't know which way to turn – sadness – also in tune with 'above' – there is a channel open.

5. Swaddled, held back, not free - not given up, there is a ray of hope, if you can unlock that – huge explosion, pushing through the veil – a rocket waiting to take off.

6. About abuse: physical, verbal, emotional, mental or sexual abuse – resigned given up, here I am... do what you will... Can't fight anymore.

7. Nightmares, horrors, night terrors, - blood (could be about the female) big pools of blood – loss.

8. down trodden, head held down, hanging head, can't look forward – weight on the shoulders – “Don't hit me!”

9. Bullying issue – top dog and poor one knocked flat – onlookers do nothing.

10. On a precipice... “Do I jump?” – frightened to make a move – a turning point – wearing a life jacket, want to jump but too scared, could be dangerous to go. Want to move forward but frightened what could happen if they do.

11. Give me a hug! Open to receiving help. Heart broken, being torn apart by two external agents

12. A disguise, putting on a front not seeing the true person.

13. Turn around – just like two people... split personality... little me wearing a cloak, hiding, using it – but... they don't want to hide. Turn the other way. It's like a dinosaur spitting at you – Jekyll and Hyde.

14 Mask – animal – also enveloped with love – angel wings around it! The child is loved not being itself; it has to put on a mask in order to be loved, to be something they are not.

15. Physically sick – physically horrible – don't know why? There is like a dominant mother figure involved, who the child is frightened of. The matriarch – “What I say goes!”

Also:

“Keep your mouth shut... Don't you dare say anything!”

16. Hiding. A little face peering out - scared... "Am I safe to come out now?"

Practical demonstration:

I have attached below a video of an 'Or-Kid' workshop that I ran in a recent conference

<http://www.holisticeducationaltherapy.co.uk/conferencelinks.htm>

Please go onto the link page and scroll down to workshop 1 & 2 & 3

Please allow for your internet download time.

The set of pictures that have been included below are the ones that you need to use for this activity. It is suggested that you print them off and make them into cards for ease of use.





2



3



4



5



6



7



8



9



10



11





13





15A



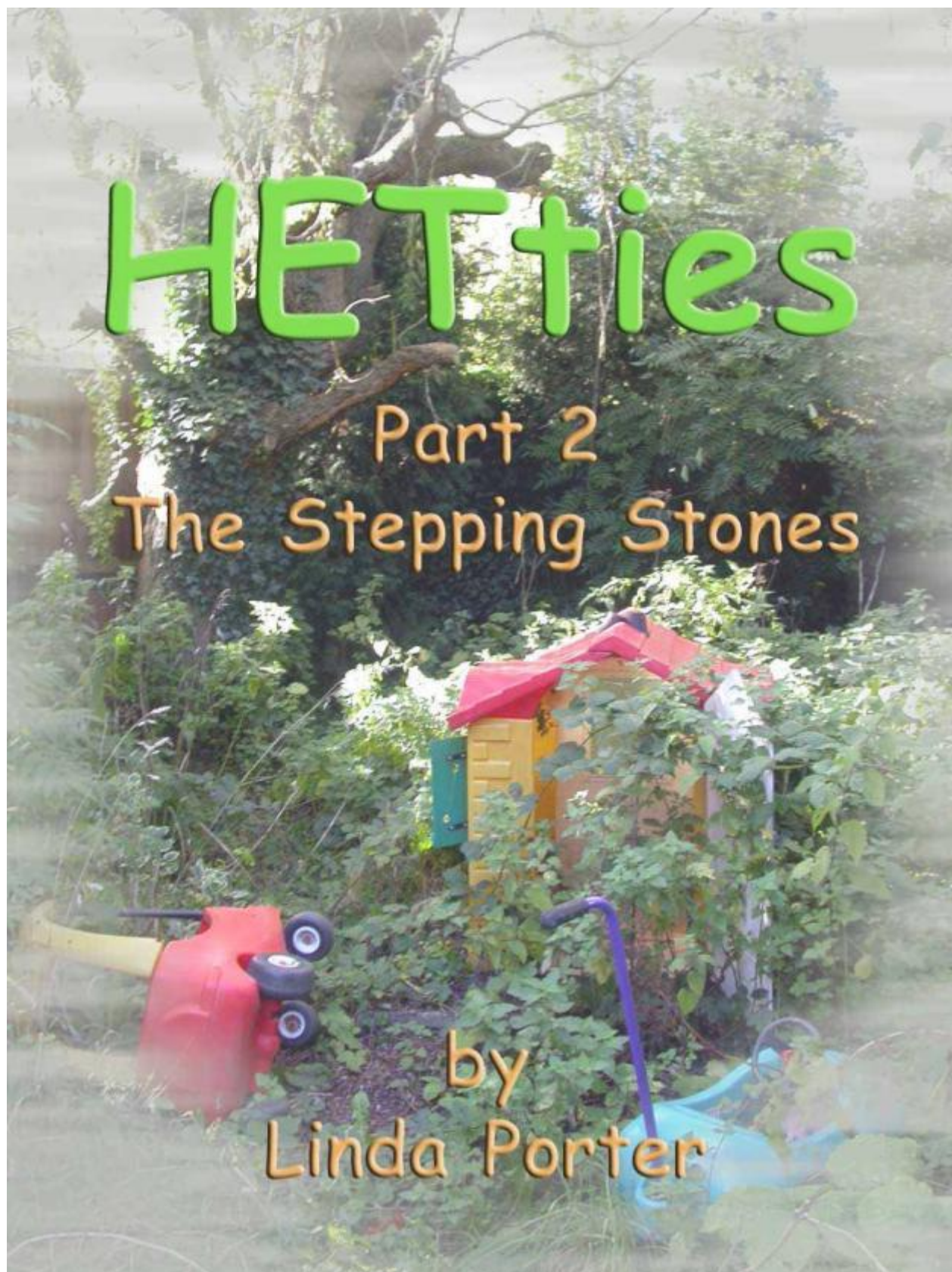
15B



16

If you need any assistance in working through your stepping stone 7 materials – please contact me personally: lin@HETwebsite.com

The next section of this book, in the APPENDIX, includes the corresponding chapter from HETties, the children's book for HET. It is included below for you to start working with this part of the programme with a young person as soon as possible.



On this particular stepping stone of your HET journey, it might be really helpful to go back to the relaxation story of 'Willow and his helpers' in chapter 1. Read through it and do the relaxing story again. It might seem to be very different this time!

At the end of the story, you spent some mind relaxing time and played with one of Willow's Helpers. This stepping stone starts off with something that is a bit like an identity parade. You will need your HET helper to help with this bit though.

You will need to look at the pictures in the section above, marked Willow and his helper's pictures, or you can download the pictures. You can do this by following this link:

www.hetwebsite.com/file/cache/linsthings/Willow'shelperspixbw.pdf

Look through the pictures and choose the one that looks most like your Willow Helper.

You will need to print this picture off.

You will need some felt tip pens or crayons to colour in the picture you chose.

But first you will need to look through some more pictures.

If you want you can download them from the link below or see them in the (UFT) Essences pictures in the section above.

www.hetwebsite.com/file/cache/linsthings/UFTpicturesESSENCES.pdf

These are pictures of flowers from Willow's garden. Choose the one that you like the most. These are all teachers from the garden. They all have a special message for you about the gifts that the Willow helper has for you and that you will find as you colour in their picture.

Because the special 'Willow teachers' are flowers, the lesson they have for you is made into an essence. This is like the Dr Bach essences you took in stepping stone 3. The spoken version of these essences has been recorded for you as a digital remedy. Like the ones that Dr Jacques Benveniste created and you explored in Stepping Stone 3

Now we need to look through the set of pictures with explanations in the section above marked Digital sound essences and explanation

Or you can download the pictures using the link below, again please ask your HET helper to help you with this:

www.hetwebsite.com/file/cache/linsthings/UFTessences.pdf

You will need to find the picture of the flower or tree teacher that you have chosen from Willow's garden. Alongside this, you will find another download link. These will hold the voice of Willow's Teacher. Your HET helper can help you listen to this. It is a very different language. To understand this, you can play the voice to a glass of water.

When you have prepared your drink of water with the Willow teacher message, please go back to the picture of Willow helper.

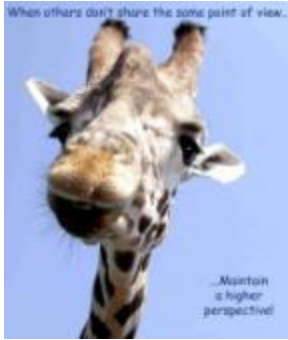
This is the one who looks most like the one you played with in the garden - Now start to colour it in. While you do that you can drink the glass of water with the special message in just for you. It will show you the message in the picture you are colouring in. You will start to find things hidden in the picture. These are gifts that the Willow Helper has brought through for you.

You can talk about this with your HET helper if you like.

When you have finished the picture and talking about your gifts to your HET helper, it is helpful to perhaps pin it up somewhere around you, like your room for example or even get a special frame to put it in and hang it on your wall.

Also your HET helper may be able to help you understand the message you got from the flower you chose, which of course was one of Willow's special teachers.

What will happen is that you will start to see something very differently now to how you did before. Certain things will now start to change and become easier for you because you are able to see things in a different way or from another point of view.



Giraffes do this all the time!

Now Willow has shown you how you are able to see things so much differently. You can start to help other people to do the same. Just like your HET helper is helping you and Willow's helpers help people who visit him in the garden.

The next game you are going to play is called 'Or-Kids'. This is because Willow has some flowers in his garden called orchids. The next set of pictures you are going to look at has pictures of lots of different orchids in it. You can see these pictures in the section above called OR-KIDS Pictures. Or you can download them from the following link.

www.hetwebsite.com/file/cache/linsthings/or-kidspix.pdf

These orchids are very special because each one has a picture of a 'Kid' inside it. So they can be seen as orchids and when you look at them differently, 'Or Kids'!

The game goes like this...

It is the first day for these Or-Kids at that Or-Kid school. Can you remember what your first day at school was like?

Choose one of the Or-Kids from the pictures, that you feel you could be friends with and help them out on their first day at school.

Your HET helper will help you with the story and write down what you say.

Here are some of the questions you will answer.

What your friend's name is

What your friend's..... good points are – what they're good at etc.

What your friend is worried about or frightened of (in school or out of school).

Ask them to tell friend's story or history.

What advice could you give to your friend in that situation?

What might happen if your friend follows your advice? Good things and bad things? Are there any choices?

You will then be asked to go through the pack and select anybody from the other pictures left, who would stand by your friend on open day at the 'Or-Kid' School 'kid'. This can be a parent or grandparent of your friend etc. You then place them round your friend so your HET helper can make a note of all this for you.

Giving sound advice like this to someone else with a problem is called 'counselling' and is a really special skill to learn. As a HETTY you may find yourself showing other people how to do things differently and make better choices in lots of different ways so this is all really good practice.

SPECIAL MISSION:

Earn a HET token. By posting how you have helped someone else to our website, we will email your HET helper an 'Or-Kids' token to put towards your treasure chest.