

Living Humanity Awareness as a Parent



A Humanity Awareness Handbook

Living Humanity Awareness as a Parent

The Humanity Awareness Handbooks

This is the second in a series of handbooks to help people understand and live the principles that define the worldview of Humanity Awareness. Each handbook provides links to resources that support these principles.

Here is a list of the Humanity Awareness handbooks that are available to download:

1. Overview of Humanity Awareness
2. Living Humanity Awareness as a Parent
3. Living Humanity Awareness as a School Teacher
4. Living Humanity Awareness as a Teenager
5. Living Humanity Awareness as a Young Adult
6. Living Humanity Awareness as a Mature Adult
7. Living Humanity Awareness as a Change Agent
8. Living Humanity Awareness as a Leadership Trainer
9. Living Humanity Awareness as a Personal Coach
10. Living Humanity Awareness as a City Official
11. Living Humanity Awareness as a Business Leader
12. Living Humanity Awareness as a Political Leader
13. Living Humanity Awareness as a Steward of Wealth
14. Living the Cosmology of Humanity Awareness
15. Living Humanity Awareness in the Arts

These handbooks can be found on the Humanity Awareness Initiative website. In addition to reading this handbook, you may also be interested in reading the following handbooks:

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- Living the Cosmology of Humanity Awareness

For more information, go to the [HAI website](#).

Living Humanity Awareness as a Parent

1. Who is your child?

Your child is a unique expression of human potential. Your role as a parent is to create the conditions that allow your child to manifest that potential. The Soul of your child has chosen you as a steward to help it to learn to express its unique gifts and talents. Your stewardship begins when your child is conceived; it continues until your child is ready to take responsibility for its life as an independent adult.

In the words of Kahlil Gibran, when that time arrives, you must let go, "You must give them your love but not your thoughts, for they will have their own thoughts. You may strive to be like them but seek not to make them like you."

2. Who are you?

You, like your children, are a unique expression of human potential. Your job, as a parent, is to be a role model for your children – to show them how to live the life of a self-actualized adult.

You and your child were born for a reason. You were born to make a difference; you were born to give your gifts and talents to the world. The extent to which your child lives its potential depends on the choices you make for your child and the choices your child makes for itself. You will succeed in your role as a parent if you bring up your child to be an authentic human individual who makes wise choices.

Everyone has two inner advisors to help them on their developmental journey – the Ego (this tends to be the fearful one) and the Soul or Higher Self (this is the wise one). They are both trying to look after what they believe are our best interests. The Ego tends to dominate our decision-making during the early years of our lives. Only when we learn to master the Ego's fears does the Soul step in to guide our decision-making. This can happen at any time, although for most people, it does not occur before we reach middle age.

The Ego operates from a position of "What's in it for me" – a space of scarcity and fear. The Soul operates from a place of "What's best for the common good" – a space of love and abundance.

Whenever you follow the advice of your Ego, you will generally find yourself experiencing emotions and feelings associated with fear, anger, stress, and sadness. You may experience highs, but they will generally be of short duration. You will feel a sense of misalignment whenever you let the fears of your Ego dictate your life.

Living Humanity Awareness as a Parent

Whenever you follow the guidance of your Higher Self, you will find yourself experiencing emotions and feelings associated with contentment, peace, joy, and wellbeing. You will feel a sense of alignment. You are your Soul (the wise one). You are not your Ego (the fearful one).

Your Soul has been with you from the moment of conception. Your Soul created the Ego to protect itself from the feeling of separation that it experiences being in our three-dimensional material world. The Soul lives in an energetic world.

The Ego takes its job seriously. By the time you reach your early twenties, your Ego has developed a set of beliefs about how to get your needs met inside the parental and cultural framework of your existence. These beliefs represent your outward personality – the mask you wear to survive, keep safe and feel secure in your framework of existence. What the Ego is mostly focused on is safety, protection, and self-esteem. It wants you to keep safe and look good in the eyes of others.

The Ego represents your false self. Beneath the ego mask lies your true/unique self – your Authentic Self. Your task, no matter what age you are, is to embrace your Authentic Self fully. This is what the Humanity Awareness Initiative is about – creating the conditions that allow people of all ages to engage in the process of self-realization.

3. What are your child's most essential needs?

At any point in time, our most essential needs are determined by the stage of psychological development we have reached. Each stage has different needs. These needs are shown in the following table. This is known as the Barrett Model. You can find out more about the Barrett Model by clicking [this link](#).

Living Humanity Awareness as a Parent

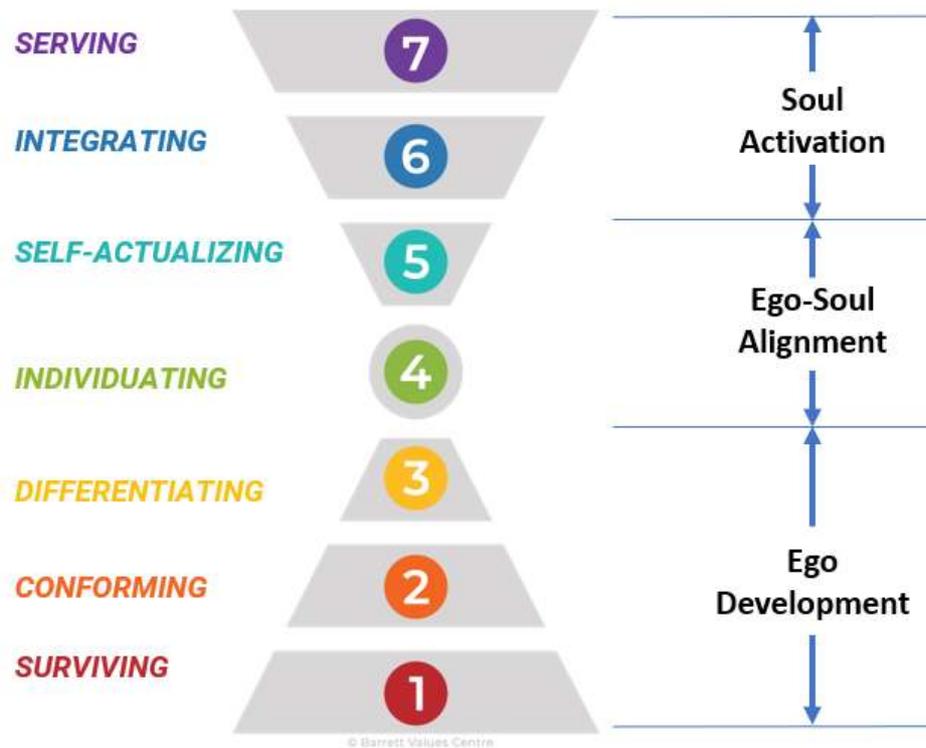
Stages of psychological development	Age range	Motivation	Needs and desires	
			Internal	External
Serving	60+ years	Satisfying your need for self-less service.	Compassion	Contribution
Integrating	50–59 years	Satisfying your need to make a difference.	Empathy	Connection
Self-actualizing	40–49 years	Satisfying your need to find meaning and purpose.	Authenticity	Self-expression
Individuating	25–39 years	Satisfying your need for freedom and autonomy.	Responsibility	Accountability
Differentiating	8–24 years	Satisfying your need for respect and recognition.	Security	Achievement
Conforming	2–7 years	Satisfying your need for love and belonging.	Safety	Harmony
Surviving	Pre-birth to 2 years	Satisfying your need for physiological survival.	Survival	Health

There are many models of psychological development, each of which describes the process of human growth in slightly different ways.

The Barrett Model of psychological development differs from most other models in one crucial respect: It looks at the human psyche through the lens of the growth and development of the Ego, the alignment of the Ego with the Soul, and the activation of the soul consciousness. Most models of human development ignore this fundamental reality of our being.

You can only overcome your life's challenges if you are aware of the competing motivations of your Ego (fear) and Soul (love). The seven stages of psychological development (the Barrett Model) are shown in the following diagram.

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The growth and development of the Ego

Between the moment you are born, and the time you reach physical maturity, around twenty years of age, you pass through three stages of psychological development – surviving, conforming, and differentiating. These stages are primarily driven by the biology of physical maturation and the socialization process.

By the end of the third stage of development, we are fully enculturated by the beliefs of our parents and the worldview of the community with which we identify. The upside of the process of enculturation is that it gives us a sense of identity – our place in the world – it teaches us how to meet our survival, safety, and security needs inside the physical and cultural framework of our existence. The downside of our enculturation is that it unknowingly forces us to hide our true self and our unique self. The face we show to the world is our false self.

The alignment of the Ego with the Soul

The process of Ego-Soul alignment, the blending of the Ego with the Soul, normally starts in our twenties or thirties – at the individuating stage of psychological development and continues through our forties in the self-actualizing stage of development.

We learn, during these two periods of development, to let go of our false self, embrace our true self, and explore our unique self. We begin to identify our gifts and talents and attach a sense of meaning and purpose to our lives that align with the motivations of our Higher Self.

Living Humanity Awareness as a Parent

Unlike the first three stages of psychological development, the individuating and self-actualizing stages of psychological development are not thrust upon us by the biological and societal exigencies of growing up. These stages of development are driven by the evolutionary impulses of our Higher Self.

Many people fail to respond to these impulses because they remain (unconsciously) focused on satisfying the unmet needs of the first three stages of development. They feel, rightly or wrongly, that they were not sufficiently cared for by their parents or live in a repressive or authoritarian regime where freedom of expression is actively discouraged.

For some people, the process of Ego-Soul alignment can involve a significant shift in identity. If you do not feel aligned with the beliefs of your parents or the worldview of the community in which you were raised, you will begin to search for a new identity when you reach the individuating stage of development – one that is more in alignment with your true self. You will also adopt a different worldview.

This can create conflicts and challenges about how you relate to your parents, your childhood and teenage friends, and the people in your community. You may find yourself building new friendships with people who are in a similar situation as yourself – seeking to embrace their true self and explore their unique self.

The activation of the Soul

Having found your gifts and talents at the self-actualizing stage of development or earlier, you turn your attention at the integrating stage of development to use these gifts and talents to make a difference in your world. This usually occurs in your fifties. Your desire to make a difference at this stage of development is driven by your sense of empathy for others rather than your personal ambitions.

The joy you derive from living your purpose increases as you enter the serving stage of development and focus on contributing to the wellbeing of future generations and the planet through compassionate acts of service. This usually occurs in your sixties. At each stage of development, your sense of identity becomes more inclusive as you reach out to support others and alleviate their suffering.

This overview of the growth of human consciousness helps us to understand that personal fulfilment tends to occur after we have embraced our Authentic Self. Personal wellbeing, however, can occur at any age. We experience wellbeing when we have learned to master the needs of the stage of development we have reached.

Living Humanity Awareness as a Parent

It is noteworthy that there are increasing numbers of people who feel the connection and impulses of their Soul in their twenties and thirties. These people usually find it much easier to transition through the higher stages of personal development.

4. The needs of your child during the ego stages of development

As explained in the Barrett Model, each stage of human development has specific psychological needs. The extent to which your child gets these needs met during the first three stages of development – up to the age of twenty – determines the extent to which it feels loved.

At the surviving stage of development, your child will feel loved when it gets its physiological needs met. At the conforming stage of development, your child will feel loved when it gets its emotional needs are met. At the differentiating stage of development, your child will feel loved when it gets its recognition needs met.

The needs of the surviving stage of development

For the first three months of life in utero—from the moment of conception through the formation of the embryo, the soul mind is the dominant interface with your external world—the mother's womb. After about three months of gestation, the embryo becomes a foetus and develops a heart and a fully functioning body-mind (reptilian brain).

When the body-mind becomes operational, it takes over from the soul mind as the dominant interface with the world. The soul mind then becomes the subconscious of the body-mind.

The primary focus of the body-mind is staying alive. It does this by regulating the body's homeostatic functioning. The baby instinctively knows how to suckle and how to cry when it feels sensations of discomfort – when its physiological needs are not being met. Any difficulties the baby has in getting its physiological needs met influence the "beliefs" (also called imprints) formed by the body-mind.

Although the body-mind knows how to react to sensations of internal instability, such as hunger, thirst, being too hot or too cold, it does not know how to alleviate these sensations. If the baby's reactions (grimacing, crying, etc.) to discomforting sensations result in the baby getting its needs met, it feels loved. If, on the other hand, its reactions go unnoticed or are ignored, it becomes increasingly distressed; it becomes fearful that it may not be able to survive and begins to feel a sense of disconnect with its surroundings – a feeling of separation.

Living Humanity Awareness as a Parent

The newborn baby believes it is living in an energetic field of connectedness and love – the world of the Soul. Gradually the baby learns that it is living in a physical world of separation. For the Soul, the feeling of separation equates to a lack of love.



When the feeling of separation becomes too much for the Soul to bear, it creates the psychic entity we call the Ego. The Ego's role is twofold: to buffer the Soul from feelings of separation and to help the child become a viable independent entity in the physical and social framework of its existence. Attachment theory suggests that all babies begin to experience a sense of separation somewhere between six and eighteen months of age.

If the mother or caregivers of the baby are not vigilant, or if the baby is abused or left alone for long periods of time, it may feel abandoned – when this happens, the baby may form beliefs that the world is an unsafe place; that its caregivers cannot be trusted; and that it is not loved. This can have a lasting impact. The child may start to try to control what is happening in its environment to be sure it will get its needs met. As an adult, such a person will tend to micromanage whatever is going on around them.

If, on the other hand, the mother or caregivers of the baby are attentive to its needs and are watchful and responsive to signs of distress, then the baby will grow up with the feeling that people can be trusted and that it is loved.

Living Humanity Awareness as a Parent

The feeling of control the baby gets when its needs are quickly met, and the belief it learns about being able to manage its environment is an essential prerequisite for mastering the self-actualization stage of development later in life. When you feel the world is unsafe and you cannot control your environment, you will not be prepared to take the risks involved in following your sense of purpose—the life your Soul intended for you.

The needs of the conforming stage of development

Towards the end of the surviving stage of development, the infant becomes mobile and learns to communicate verbally. This is when the emotional mind (the limbic mind/brain), which has been growing and developing in the background, takes over as the dominant interface with the world. Whereas the focus of the body-mind is on keeping the body alive, the focus of the emotional mind is on keeping the body (ego-self) safe and protected. The body-mind goes on functioning in the background as the physical interface with the world, and the emotional mind becomes the social interface with the world.

When the emotional mind becomes dominant, the body-mind becomes the subconscious of the emotional mind, and the soul mind is pushed further into the background. It becomes the unconscious of the emotional mind. It still has some influence over the thoughts of the child, but these are less dominant than before. When the child's emotional mind does not get its needs met or feels unfairly treated, instead of becoming angry with its parents, the child may repress the anger it is feeling and blame itself. The child blames itself because it is afraid that if it shows anger towards its parents, it will no longer be loved and may not get its emotional needs met in the future. This is when your inner critic is born – the internal voice of judgement that you are not worthy or good enough to receive the love you are seeking.

If these feelings of anger are not surfaced, the emotional instability does not go away; it stays in the background, influencing the child's, the teenager's, and later, the adult's subconscious decision-making.

At the beginning of conforming stage of development, the child may resort to temper tantrums to get its needs met. The young infant has not yet learned how to separate itself from its needs. Neither has it learned that the people it relies on to satisfy its needs may have needs of their own. If the parents give in to the child's temper tantrums, the child quickly learns that behaving "badly" is a good strategy for getting its needs met. When this happens, the parents' lives become intolerable – they become ruled by their children's wills.

Living Humanity Awareness as a Parent

Furthermore, if the parents make getting the child's needs met conditional on the adherence to certain rules of behaviour – if the child is coerced into behaving in specific ways, the child will learn that love is conditional and will tend to use this strategy to manipulate others into getting their needs met later in life. For the sake of family unity, the growth of the child's Ego must be managed. There are two ways of doing this: the positive way – by gradual socialization (getting the child to recognize that other people may also have needs); and negative way – by attempting to crush the child's will through fear, force or punishment.

If the child's parents or caregivers are attentive to the child's needs, if it is raised in a caring, loving environment, where it feels safe and protected, then the child will grow up with the desire and willingness to form committed relationships and conform to society's rules when it reaches adulthood. Participating in family rituals is important at the conforming stage of development because they contribute to the child's feeling of belonging and safety.



Learning to feel safe, cared for, and loved at the conforming stage of development is an essential prerequisite for mastering the integrating stage of development later in life. If you do not feel safe in the presence of others - if you learned not to trust people—you will find it difficult to connect and cooperate with others in empathic relationships when you become an adult.

Living Humanity Awareness as a Parent

Towards the end of the conforming stages of development, around the age of seven or eight, the rational mind (the neocortex), which has been developing in the background, gradually takes over from the emotional mind as our dominant interface with the world. The focus of the rational mind is on security—feeling respected and recognized by our parents, peers, and the community to which we belong. The emotional mind goes on operating as our social interface with the world, and the body-mind goes on operating as our physical (biological) interface with the world.

The needs of the differentiating stage of development

When the rational mind becomes dominant, the emotional mind becomes the subconscious of the rational mind, and the body-mind becomes the unconscious of the rational mind. The soul mind becomes the super unconscious. The Soul's influence is only faintly felt, especially if the fears of the Ego getting its survival, safety, and security needs met are severe.

Subconscious decisions made by the emotional mind can be overridden by the rational mind if the rational mind believes the reactions of the emotional mind (especially anger) would compromise its ability to get its security needs met. So, it swallows the anger. But the anger does not go away. It is still there in the subconscious creating instability.

If you found it difficult to get your emotional needs met when you were young, this override function may be compromised. When you do not get your emotional needs met, you tend to misbehave or lash out verbally and physically, paying little attention to the consequence of your outbursts.

When the child becomes a teenager, it starts to explore the world outside its family environment. Whereas parental and sibling relations were significant for the child's safety up to the age of seven or eight, when the child gets to its teens, its relations with its peers and the authority figures in its life, such as teachers or religious instructors, become important for satisfying its security needs.

Living Humanity Awareness as a Parent



The teenager gets his or her security needs met, either by associating with a community, a clique, or a gang of peers or staying in close contact with their parents. To get its security needs met, the teenager must find a way to feel respected – to be recognized and felt seen: it must prove to its self that it is worthy of belonging to the family or group of people it identifies with.

There are three ways for teenagers to get their respect and recognition needs met:

- Through body image: For boys, this means becoming strong or powerful; for girls, this means becoming beautiful or sexy, or for both sexes, being good at sports.
- Through displays of knowledge and learning: For boys and girls, this means becoming a good student and being smart - excelling educationally.
- Through displays of status: For boys and girls, this means having the latest gadgets and the most fashionable hairstyles and clothes.

Which path or mixture of paths the teenager chooses to get its respect and recognition needs met will depend to a large extent on the relationship they have with their parents.

If the relationship the teenager has with their parents is good, they will naturally feel recognized and appreciated no matter how well they perform; if the relationship the teenager has with his or her parents is poor, then they may turn to an adult authority figure or a peer group to get their recognition needs met.

Living Humanity Awareness as a Parent

The most important thing a parent or caregiver can do is to spend quality time with their teenager; to treat them as equals; to help them make decisions, without telling them what to do.

What is important at this stage of development is for teenagers to learn to take care of themselves, to manage their emotions, and get positive feedback from their parents or caregivers on their achievements. If they do not get this feedback, they will seek to get it from other people. They will join a group or gang where they feel accepted, and where their gifts, skills, or talents are recognized. They want to belong to a group where they feel seen.

If the teenager joins a gang or a group where rites of joining are required, taking on dares can become a condition of membership. This may lead young people "off the straight and narrow." They may do things they know to be wrong simply to belong to a group where they feel recognized. Teenagers who form relationships with an adult outside the home to get their recognition needs met may leave themselves open to religious radicalization or sexual grooming.

Joining a gang may create conflicts in the teenager's life at home because they may get caught between two value systems: the value system of their parents and the value system of the group or gang to which they belong. If this situation is not handled sensitively by parents, home life will become difficult and may become intolerable. In which case, you will have a rebellious teenager on your hands.

From a parental perspective, guiding rather than controlling, allowing rather than preventing, encouraging rather than denigrating, and trusting rather than doubting, gives teenagers space to safely explore who they are, and find their sense of identity in the larger world outside the family home.

Feeling physically and emotionally secure in your community—having a healthy sense of self-esteem by being respected and recognized by others—is an essential prerequisite for mastering the serving stage of development later in life. If you do not feel secure in your community during your teenage years, you will not feel confident in contributing to society later in life.

5. The three core principles for self-realization

For your children to embrace their full potential they must align with the three core principles of self-realization:

- Living a values-driven life
- Living a conscious life
- Living a purposeful life

Living Humanity Awareness as a Parent

It is essential to teach your children these three core principles as early as possible in their lives. Later, when the child reaches its early twenties, it will help to make the transition to the Individuating stage of development much smoother and set the stage for them to lead a life of meaning and purpose at the self-actualizing stage of development.

The best way to teach your children the three core principles is for you to become a role model. You should show them what it means to live as a self-actualized individual – to live a values-driven life, to be conscious, and to lead a purposeful life.

Living a values-driven life

As we grow and develop through the stages of development, we naturally include and transcend six modes of decision-making – instincts, subconscious beliefs, conscious beliefs, values, intuition, and inspiration (for more information on the six modes of decision-making, click [this link](#)).

During the first three stages of development, which represent our baby years, our childhood years, and our teenage years, we usually use our instincts, subconscious beliefs, and conscious beliefs to make sense of what is happening around us and what we need to do to get our needs met. During the later stages of psychological development, we tend to lean on values, intuition, and inspiration-based decision-making. However, it is not unusual to see children as young as five exploring their values to make decisions.



The most important transition in decision-making is from belief-based decision-making to values-based decision-making. The reason why this is important is that decisions based on beliefs tend to separate people, whereas decisions based on values tend to unite people because values-based decisions come from the heart.

Living Humanity Awareness as a Parent

The key questions you must ask when you make the shift to values-based decision-making are, "What is important to me?" And "What do I value?" This is where you learn to turn to the wise one (the Soul) rather than the fearful one (the Ego) for guidance.

It is much easier for groups of people from different backgrounds to agree on a common set of values than on a common set of beliefs. Therefore, to build a more connected world now and in the future, we need to teach our children how to make values-based decisions as early as possible in their lives. We need to give them an ethical vocabulary.

As a parent, you can start to learn about values-based decision-making by exploring your own values. One of the best ways to do this is to take this free [Personal Values Assessment](#). More than 1.5 million people have benefited from this assessment. The assessment is available in multiple languages.

Living in alignment with your values enables you to live with integrity; it helps you embrace your true self. For more information on living a values-driven life click [this link](#). You can find out more about Values-based Education by clicking [this link](#).

Living a conscious life

We become conscious when we begin to distinguish our own thoughts, opinions, and values from the beliefs of the groups we identify with. We discover who we are; we become responsible and accountable for our lives, and we begin to make choices based on our most deeply held values and motivations.

Developing conscious awareness is a three-stage process:

1. Becoming aware of how your actions and behaviours impact your relationships and the natural world.
2. Becoming aware of how your thoughts, beliefs and values impact your mental, emotional, and physical health.
3. Caring about the impact your actions and behaviours have on others and the natural world and caring about the effect your thoughts and beliefs have on your mental, emotional, and physical health.

Most people conform to the ideas, norms and beliefs of their family, culture, and society. Their sense of self is determined by external validation. They lead a dependent life and hide their true self from the world. They live their lives unconsciously according to their parental and cultural conditioning.

Living Humanity Awareness as a Parent



The skills required for becoming conscious can be learned at any age. However, they become vitally important at the individuating stage of development.

Unless you have developed these skills you cannot go beyond the differentiating stage of development. The key questions we must ask to live a conscious life are, "Who am I?" And "How can I consciously evolve?"

If you are not taught to be conscious early in life, then the process of becoming conscious is usually triggered by repeated emotional upsets or bouts of anxiety, depression, or mental distress.

The key to becoming conscious is realizing we have a choice about how to live our lives. As you become more aware of how your thoughts and beliefs influence your actions, and you choose to let go or reframe the beliefs that do not serve you, your living conditions will change. Most importantly, you will begin to see your relationships improving. You will experience the joy and contentment of living in alignment with who you are.

The three keys to becoming conscious are cultivating presence, accessing your inner witness, and letting go of the beliefs that cause separation in your life. You cultivate presence by connecting to your true self. This is who you are under the layers of all your conditioning. You access your inner witness through practising mindfulness. You let go of the beliefs that cause separation by embracing forgiveness and compassion. For more information on becoming conscious, listen to [this podcast](#).

Living Humanity Awareness as a Parent

Living a purposeful life

At the level of the true self, we are all alike – we all have similar human needs and desires. At the level of the unique self, we are all different – we all have our gifts and talents. To find wellbeing and fulfilment in your life you must discover your gifts and talents and live a purposeful life. This requires you to:

1. Embrace your self-expression – discover and develop your unique gifts and talents.
2. Connect with others in empathic relationships.
3. Contribute to the wellbeing of others.

Self-expression becomes vitally important for our wellbeing at the self-actualizing stage of development. It helps us to give a sense of meaning to our lives. Connection becomes vitally important for our wellbeing at the integrating stage of development. It helps us to build loving and selfless relationships. Contribution at a community or society level becomes vitally important for our wellbeing at the serving stage of development. It helps us to find our place in society. The key question we must ask to lead a purposeful life is, "How can I use my gifts and talents to make a difference in the world?"



Living Humanity Awareness as a Parent

You can begin to live a purposeful life at any age. What is essential for our collective future as a species is to teach our children how to self-express, connect and contribute as early as possible in their lives. Not only will this facilitate their fulfilment, it will also accelerate the possibility of creating a world where everyone can thrive.

We must create the conditions for our children to fully explore their creativity at an early age. We must educate the whole child – physical, emotional, mental and spiritual. We must help them to embrace their true self and find and nurture their unique self. We must help them to connect with others in empathic relationships. We must help them to be compassionate to others and contribute to the wellbeing of the planet.

6. Your multi-generational impact

Being a parent is a huge responsibility because who you are significantly impacts the lives of your children, and who your children become, impacts the lives of their children. Whether you are aware of it or not, who you are – your values and beliefs – have a multi-generational impact.

Just as you were conditioned by your parents, and your parents were conditioned by their parents, your influence will extend through the lives of children and your children's children. In some traditions this impact is considered to go on for seven generations.

No matter which way you look at it, becoming a parent is not to be taken lightly; it is a multi-generational lesson in accountability. If you take this role seriously, it demands that you work on your own growth and development as early as possible in your life.

What your children learn during the first three stages of development is, how to survive, how to keep safe, and how to feel secure. If you are not able to meet your children's needs at the surviving, conforming and differentiating stages of development, they will grow up with three types of negative programming:

- I do not have enough (to survive).
- I am not loved enough (to feel safe).
- I am not enough (to feel secure).

When your children become adults, these limiting beliefs will disrupt their lives, causing them emotional pain. Your job as a parent is to recognize and release your own limiting beliefs – become the master of your fears – and thereby become a role model for your children in how to live a self-actualized life. This is a lifelong process.

Living Humanity Awareness as a Parent

Resources

To deepen your understanding of Conscious Parenting and Lifelong Learning, we would like to recommend the following reading materials, courses, and videos:

Books

The Conscious Parent by Shefali Tsabary

[A New Psychology of Human Wellbeing](#): An Exploration of the Influence of Ego-Soul Dynamics on Mental and Physical Health by Richard Barrett

Parenting Begins Before Conception by Carista Luminare-Rosen

[The Future of Education](#): The Humanity Awareness Initiative Lifelong Learning Program

E-Learning Courses

The Ego-Soul Dynamics of Wellbeing. [Click this link.](#)

Videos

Parenting the Soul of Your Child. [Click this link.](#)

Peace and Soul Consciousness. [Click this link.](#)