

BEYOND LABELS AND MASKS

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We are a society that finds great comfort in masks—wearing them and assigning them to others. It is time, it is essential, it is critical to our survival to now lay them aside. There is no area where that is more necessary than in our interactions with our children. Labels create masks—ways of thinking and behaving that conceal or blur who we really are and what we really feel, often even to ourselves. Every time we label a child as anything, Attention-Deficit Disorder, Aspergers, Autistic, Learning Disabled, Gifted, precocious, Indigo, Crystal, Star Kid, Rainbow, athlete, princess, Miss Teen USA, Most Valuable Player, A-student, Bipolar, antisocial, trouble-maker, Crip or Blood, Class President, boyfriend, girlfriend, surfer, beaner, drama queen, etc., we give them a mask. We miss who they really are, and we limit who they, and we, can become.

Labels have served a purpose in our verbal communication by short-cutting the adjectives we need to describe the characteristics and needs of people that we feel responsible for. They have assisted us to find our own place in the scheme of things and feel included. We are now moving to a place in our evolution as human beings where the relationship with our broader, deeper, higher selves is the key to not only happiness, but to our survival. We need to see, experience, feel that essence of others in order to relate to them and to encourage the collective solution to the challenges of our society. There are more wise voices than I can list who are entreating us to look around, to wake up to the evolution and rapid transformation of our planet and our species. Our children are being born equipped to live in a society of the future that relies much less on verbal communication and much more on sensing, intuiting, and just knowing. The neurological and energetic “antennae” they possess are easily “jammed” and overloaded with the exaggerated and intensified stimuli we have needed to get through our masks. They need no labels because they experience the holistic presence of themselves and others without verbal descriptors. They accept innate differences between people as positive and indicative of the role each is to play in the broader picture of the orchestration of their own evolution as beings and in the evolution of society. Many do not accept the masks and automatic assumptions of our current culture and will not participate.

If you are one, like me, who prefers to comfort the left-brain with scientific evidence for the above statements, you can be satisfied. There is a bibliography at quietstar.com/newkids.htm with extensive references, but here are some initial tidbits.

- A 1986 US Air Force Study determined that there is a universal field connecting everything, and that space between things is not empty.
- Inner experiences, such as feeling and belief, affect the outer world in a study reported in the “Bulletin of the Lebedev Physics Institute,” 1992.

- Dr. Bruce Lipton's studies that show central nervous system (mind) produced adrenalin overrides local cell produced histamine are only part of the science he quotes to show that non-physical thought, emotion and belief are received by and alter the body more powerfully than chemicals.
- Garret Loporto in *The DaVinci Method* reports studies on the genetically unique form of the DRD4 gene that is correlated to novelty seeking. For the small portion of the population with this gene, highly intense situations evoke increased Alpha brainwaves and a sixth sense that brings miraculous intuition. Such people "operate from a level of consciousness that is more fluid, less regimented and less easily influenced by parental, cultural and social programming." These are classic descriptors of the label "Indigo Child."
- Jerome Kagan, Harvard psychologist, finds that a group of highly sensitive children show physiological responses such as speedier pupil dilation, tensing of vocal chords, higher levels of norepinephrine (the brain's adrenaline), etc. than the majority of their peers when they are presented with stressful or highly stimulating situations.
- As to communicating without words or non-verbal cues, in addition to the many studies of distant healing intention (DHI), California Pacific Medical Center's AID's patients correctly sensed the distant healer's intent even if there was not a significant improvement in their health.

So, what is our task as the older generation? We create the energetic atmosphere that either encourages and empowers our youth to expand into who they can be, or limits, challenges, even crushes their effort. In their book, *Indigo Adults*, Kabir Jaffe and Ritama Davidson discuss some of the outcomes of misunderstanding, repression and control exerted by adults on youth blessed with the newer equipment. The book describes one type of reaction as rigid rebellion and warrior-like disconnection from society, and another as inner conflict with outer avoidance of conflict or suppression of inner truth with self-sabotage. In both cases we have lost the full contribution that person could make and they have lost the fullness of joy they could experience in life. We have another loss—our own pleasure that comes from seeing another being blossom into who they are and participating in the blissful energy that pours out from them in the process.

So how do we go about creating an empowering energetic atmosphere?

GROUNDING: Learn and practice grounding techniques such as the Tibetan Grounding Walk, visualizations of your grounding cord, color or sound for the lower chakras, holding the top of your shoulders, etc.

Rationale: Many "new kids" are still comfortable in the state of spiritual connection they experienced before birth and can lack a good connection to earth and their surroundings. If we are well grounded we can act as a tuning fork to "bring them down to earth."

OPENNESS TO AND AWARENESS OF ENERGY: Learn about and practice feeling energy. Start with scientific documentation of electromagnetic fields if needed,

then find someone who can guide you. Validate and discuss energy with your kids or find someone who can assist them in balancing and understanding their energy fields.

Rationale: The flow of energy fields through and around our body are part of the everyday experience for many of our kids, but since that knowledge hasn't quite yet made it into popular belief they can be confused by the responses of those around them and their own perceptions. If we can have basic knowledge to share with them it can accelerate their growth and open greater understanding and connection between us.

CLEAR KNOWING THAT EACH PERSON IS RESPONSIBLE FOR THEIR OWN JOURNEY IN LIFE: Adopt the habit of seeing challenges in your kids' lives as lessons, and guide them to their own awareness of the results of their choices and the possibilities they have for future choices. Ask them questions such as "Why do you think you are here?" Remember that a child learns best from observing what is modeled to him/her. Fully accepting responsibility for our own life lessons and choices is the best education we can give them.

Rationale: Society still ascribes ownership of children to their parents and responsibility for their learning to teachers, and we often feel failure if our child/student is unhappy, not meeting someone's expectations or behaving outside of the norm. That often leads to efforts to control and manipulate, which just doesn't work with these kids.

ENOUGH COMFORT WITH OUR INNER TRUTH TO APPRECIATE DIFFERENCES: Our task is to offer experiences, opportunities and feedback that help our kids develop more and more clarity as to the essence of who they are and when they are living in harmony with that. Avoid comparisons to others, and in competitive situations focus on developing their gifts, not on winning. Point out how good including and accepting others feels and how tight and uncomfortable it feels to push others away or put them down.

Rationale: When we are aware of and can connect to our own unique beingness without doubt (at least much of the time), we can revel in the rich diversity of all other beings, knowing we all have a piece of the puzzle to contribute and that only each individual can come to be sure of what that is.

FEEL AND EXPRESS GRATITUDE: Model, assign, and encourage expression of gratitude by your child and to your child every day.

Rationale: Gratitude opens the heart, mind and connection to higher perception.

So many of those wise voices I spoke of before who offer techniques for evolving, raising our energy vibrations, transforming or just being happier include gratitude or appreciation as a key ingredient. It is the practical glue that holds all our efforts to the unifying goal of being all that we can be individually and collectively. To be alive as an adult in this time of opportunity and to witness the transition of our society and species is indeed, cause for gratitude. Seeing others, and ourselves, through the eyes of gratitude erases all labels and masks.

