

# Living Humanity Awareness as a School Teacher



A Humanity Awareness Handbook

## The Humanity Awareness Handbooks

This is the third 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:

- Overview of Humanity Awareness
- Living Humanity Awareness as a Parent
- Living Humanity Awareness as a Teenager
- Living the Cosmology of Humanity Awareness

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

## 1. Who are the children you teach?

The children you teach are unique expressions of human potential. Your role as a teacher and the role of your school is to support these children in manifesting their unique potential – helping them express their gifts and talents fully. To this end, you should enlist the support of the children's parents. Your work begins in earnest as soon as the children enter the school environment and continue until they leave your stewardship.

## 2. Who are you?

You, like the children you teach, are a unique expression of human potential. There is no one else like you in the world. You and the children you teach 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 you live your potential depends on the choices *you* make. The extent to which the children you teach live their potential depends on the choices *they* make. Your job is to help these children make 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.

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.

# Living Humanity Awareness as a School Teacher

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.

At any point in time, our most important needs are determined by the stage of psychological development we have reached. Each stage has different needs. The children you are teaching will either be at the second or third stage of development.

The second stage of development, **conforming**, occurs from age two to around eight. At this stage of development, what is most important is for our children to get their emotional needs met – safety, protection, love, and a sense of belonging.

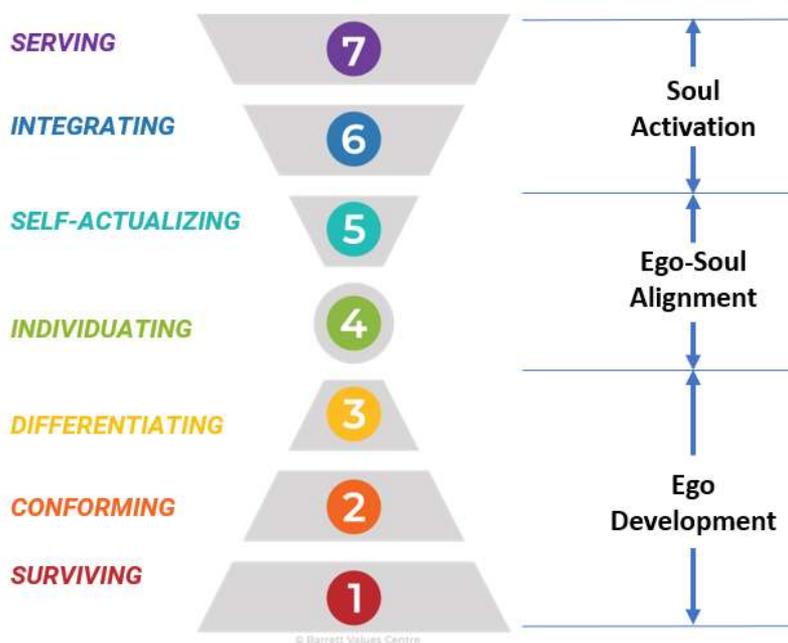
The third stage of development, **differentiating**, occurs during the child's teenage years and early twenties. At this stage of development, what is most important is for our children to get their security needs met – to their place in society by establishing themselves in a caring community where they feel respected and recognized.

The following table provides an overview of the needs associated with the seven stages of psychological development. 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 School Teacher

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 three key phases of development in the Barrett Model – the growth and development of the Ego, the alignment of the Ego with the Soul, and the activation of Soul consciousness. These are shown in the following diagram.



## **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 social 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.

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 trying to satisfy 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 the world. At this stage of development, your desire to make a difference is driven by your sense of empathy for others. Earlier in life, it is more often driven by your desire to correct social injustice or satisfy your personal ambitions.

The joy you derive from living your purpose increases as you enter the serving stage of development when you begin to focus on contributing to the wellbeing of future generations and the planet through compassionate acts of service. 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 fulfillment 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.

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.

## 3. What are the children's most important needs?

Children usually arrive in a school environment during the conforming stage of development (two to seven years), and they remain in a school environment during the differentiating stage of development (eight to 16 or 18 years). At each stage of development, the child/teenager needs to feel loved.

### The Conforming Stage of Development

The dominant mind of children at the conforming stage of development is the emotional mind. At this stage, the child is naturally curious and enthusiastic about learning. However, it also needs to feel protected. It needs to know that if one feels unsure about what is happening, it can quickly return to a place of safety. The child will feel loved when it experiences a sense of belonging, feels cared for and kept safe from harm. The primary task of the school and its teachers at this stage of the child's development is to create such an environment.



## The Differentiating Stage of Development

The dominant mind of children and teenagers at the differentiating stage of development is the rational mind. The focus at this stage of development is on respect and recognition. The child and teenager will experience love when it feels heard and seen by its peers and the significant adults and caregivers in its life. The primary task of the school and its teachers at this stage of the child's teenager's development is to create such an environment.

Equally crucial at both stages of development is establishing an educational curriculum that cares for the whole child – the child's physical, emotional, mental, and spiritual needs.



## 4. The three core principles for self-realization

For the children under your care to embrace their full potential, they must embrace the three core principles of self-realization:

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

It is essential to teach these three core principles as early as possible in children's lives. Later, when the child reaches its early twenties, it will help 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 children the three core principles is for you to become a role model. You should show them what it means to live a values-driven life, to care about others, and to find a sense of purpose in life. This will make a significant difference to the children, the school environment, and the children's relationship with their parents.

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](#)).

### Living a values-driven life

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 is from belief-based decision-making to values-based decision-making. The reason why this is important is that belief-based decision-making tends to separate people, whereas values-based decision-making tends to unite people, because values-based decisions come from the heart.

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. We need to give them an ethical vocabulary.

As a teacher, 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. For more information in 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 with whom we identify. We discover who we really 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 impact 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.



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 this 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 stress.

The key to becoming conscious is realizing we have a choice about how to live our life. We always have the freedom to choose our attitude. As you become more aware of how your thoughts and beliefs influence your actions, and you choose to reframe the beliefs that do not serve you, your life 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 really are.

The three keys to becoming conscious are cultivating presence, accessing your inner witness (the perspective of the wise one), 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 really 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 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 people's lives?"



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 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. That is the gift you can give as a school teacher.

## 5. Your multi-generational impact

Being a school teacher, you impact the lives of the children in your charge because you are equipping them with the skills, concepts, knowledge and understanding they need to lead a fulfilling life – a life of service and compassion.

However, whether you are aware of it or not, you are also influencing the children of the children you teach because who the children you teach become will influence their children's lives. Even though you do not realize it, you have a multi-generational impact: just by being who you are, you affect the lives of future generations.

You can only do this work if you have done the work on yourself. This is a lifelong process. For an overview of the importance of lifelong learning, [click this link](#).

## Resources

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

### Books

The Inner Curriculum by Neil Hawkes

From my Heart by Neil Hawkes

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

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

### E-Learning Courses

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

### Videos

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

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