

## **The Process of Meditation PL 182**

Study Guide for July Teleconferences and Online Meetings

The scope of this lecture can be huge, ranging from meditation techniques to inner voices, vocalizing and analysing, and further development of the Observer Self. We will divide topics into 4 groups for the purpose of the weekly Pathwork Steps teleconferences. Volunteers will be asked to participate in demonstrations each week, so that ‘voices’ may be experienced and witnessed.

**Week 1:** Who is speaking: Higher Self, Adult Ego, and Child Consciousness?

**Week 2:** Identifying perspectives: Individualized Self Sphere or Universal Self Sphere? These concepts from the 50/50 school of Pathwork may describe both the Adult Ego (little ego or bit ego) and Child Consciousness (destructive infantile child or joyous creative child).

**Week 3:** Working with the four stages of meditation: revealing and expressing what is, understanding, re-educating, visualizing what is possible going forward.

**Week 4:** Integrating our voices with the help of the Observer Self.

### **Film Recommendation (see last 2 pages for more suggestions):**

The Kid (2000) Excellent fantasy representation of the process of therapeutic regression. Bruce Willis, Lily Tomlin. Trailer: <http://www.youtube.com/watch?v=w1P-eJM20c8>

### **Additional Materials: Voice Dialog**

This lecture is often called ‘Meditation for Three Voices’ or Meditation for Three Chairs’. Commonly used to illustrate the different qualities of the different personality or soul aspects, it is very similar in technique to Voice Dialogue and surprisingly easy to master.

Free Voice Dialogue materials (based upon the original technique developed by Hal and Sidra Stone) are available through a number of websites, such as [www.bodymindinformation.com/voice-dialogue-tips-archive.htm](http://www.bodymindinformation.com/voice-dialogue-tips-archive.htm) and [www.voicedialogue.com](http://www.voicedialogue.com) Training videos and demonstrations by practitioners, such as: [www.youtube.com/watch?v=XRfZMD9xxEs](http://www.youtube.com/watch?v=XRfZMD9xxEs) and [www.youtube.com/watch?v=F7TIM4Hgy7o](http://www.youtube.com/watch?v=F7TIM4Hgy7o)

If practiced alone, you may wish to record yourself (audio and/or video using a computer) so that you are not distracted by having to take notes. Another way to become familiar with this technique is to invite friends or colleagues to participate. Avoid the temptation for this to become a game or social event, as the process of bringing forward a new level of self-awareness requires our full attention and can needs us to relax our defenses, leaving us vulnerable to casual or insensitive remarks. The importance of having witnesses is to create a container for revelations that might easily be ignored or laughed away.

Ideally, at least three people participate, one acts as client, one as facilitator / moderator, and one (or more) as observer. Use 3 cushions, chairs or positions to represent the three voices, and identify them in advance so that the client can instinctively reach for the representation of the voice they feel they are speaking with. Ritualizing the process with objects and physical movement augments subtle aspects – upping the volume, so to speak.

The task of the facilitator / moderator is to ask questions and offer observations about what they are seeing and sensing. While we are learning how to identify the voices, we may not recognize which one is speaking. Is a weepy voice the child, or a weak adult ego? If the Higher Self presents attitude (!) is the adult hiding behind the mask of goodness, or is the child playing grown-up? Each position should be allowed to express itself, using questions from the lecture (below) or suggested by the client or facilitator. After each round is completed, everyone can share their experience. Some people have a greater natural ability to discern between voices than others.

**Three Spheres of Consciousness** [www.the50-50work.com](http://www.the50-50work.com)

Moira and Bert Shaw developed a school of Pathwork called The Keys, now termed 50-50 Work. Their concepts are taught by many Pathwork helpers, teachers, and organizations.

50/50 refers to a mature spiritual perspective that understands “sometimes I will get what I want, and sometimes I won’t.” While in human form, we will always be tempted to think dualistically, in terms of right/wrong, good/bad. A form of shorthand for this is 100/100; “either I will get everything I want, or I will get nothing.”

The attitude of 50/50 is further expanded to describe a sense of a Universal Self, or living within a Universal Self Sphere. That is, “I am here; you are here; they are here; there is an US that includes me.” We identify ourselves and others as individuals, and remain aware of the larger environment surrounding US. When in 100/100 duality, we speak from an ego-centric perspective. Our perceptions define reality; our needs define priorities. The larger world of Spirit, which humans only glimpse or perceive occasionally, is paradoxically referred to as 100, meaning all consciousness rather than fragments, no matter how enlightened. It is also called the Universal Spirit Sphere or God Sphere. These terms feel like jargon because that’s what they are: specialized short phrases to convey and reference complex concepts quickly among those who understand them. And they have acronyms! ISS = Individual Self Sphere, USS = Universal Self Sphere, and GS = God Sphere or Universal Spirit Sphere.

OKAY! So Child Consciousness lives in the ISS, and Adult Ego lives in the USS?  
Nope. Each phase of consciousness and development can inhabit different spheres of consciousness.

<b>ISS Individual Self Sphere</b>	<b>USS Universal Self Sphere</b>	<b>GS God Sphere</b>
Duality 100/100	Unity and Duality 50/50	Universal Sphere Unity / 100
lower self	Lower Self	Oneness
Mask	Negative Intentionality	
Here and now	Relaxed alertness	
Personality distortions	Spiritual calling	
Limited ego capacity	Requires developed ego to ground the personality	An understanding of the paradox of duality
Mistakes and error	Expansion of the ego to include all, a gift, bridge between the HS and LS	No forcing current
Us vs Them	Desire for true community	
Standard therapy	Involuntary rather than voluntary, like breathing.	No concern for the individual ego; sense of peace and safety without struggle.
Over-identification with personal needs	Learn to work with the ISS through the understanding of the USS	
	Transition state	

Please also see Susan Thesenga’s charts on consciousness from The Undefended Self below.

During the four July 2013 teleconferences, we will explore the ability to explore the Meditation for Three Voices using audio and video teleconferencing. Volunteers will be assisted by the facilitator in order to experience this process for themselves and model it for the other group members.

## Weeks 1 and 2: Defining the Voices

While Voice Dialogue works with a wide cast of internal character elements, we will only be working with the Higher Self, Unconscious Child / Child Consciousness, and the Adult Ego.

### Higher Self

Always call upon the Higher Self to speak first.

It is common for the Adult Ego or Child Consciousness to out shout the Higher Self. If so, you will have to follow that voice (move to the corresponding chair or position) and let it speak. Asking the Higher Self to speak calls it into the process, regardless of whether it speaks first.

The voice of the Higher Self is never demanding, fearful, anxious or aggressive. There might be a hint of sadness or joy, as feelings are a manifestation of a spiritual reality, a movement of the soul.

The Higher Self speaks with the energy and understanding that 'we are all one'. The Higher Self aligns with the '50/50' or 'Universal Self Sphere' perspective (see attached worksheet). Any identification with the individual personality indicates that another voice is trying to speak, through a 'higher self mask'.

The Higher Self does not represent spirit, '100', or 'God/Spirit Sphere'. It is aligned with the work of the soul on the earth plane, holding a knowing that what is good for one is good for all (and vice versa). It is not as much a bridge between heaven and earth, but of holding space for all spheres of consciousness – Individualized Self Sphere, Universal Self Sphere, and God/Spirit Sphere. It seeks to support the plan of salvation.

### Child Consciousness

The energy of Child Consciousness – whether enlightened, wounded, or destructive – is what the words imply. This voice speaks as if the individual is the center of the universe and deserves to be the center of attention. It embodies the '100/100' duality of the 'Individualized Self Sphere'. Like an infant, it perceives others as if they should be an extension of itself, or dualistically as 'you versus me' rather than 'we are all one' energy.

Child consciousness is the source of our creativity, joy, and passion; its self-will can evolve into inner will, inner authority. Like human children, it desires a strong and loving parent completely dedicated to its development and pleasure. The destructive child has been hurt, disappointed, frightened, and betrayed. The enlightened child feels loved, supported, and able to navigate through difficult circumstances and situations because it feels it can rely upon its inner parent, the Adult Ego.

### Adult Ego

The Ego also comes in several flavors: weak (undeveloped or under-developed), overblown (overdeveloped), mature (stable and reliable, while perhaps still dreaming of perfection), and enlightened (comfortable with reality as it is, dedicated to further growth and transformation, less invested in what is than what can be). See The Function of the Ego PL 132 and/or prior Pathwork Steps study materials.

The Adult Ego is the arbiter of how we interact with the world. It acts as intermediary for Child Consciousness, and interprets (or translates) the voices of Child and the Higher Self.

The Adult Ego has an opportunity to become the parent that the Child Consciousness needs in order to manifest its gifts and enjoy the pleasures of life. It can also become its own worst enemy, colluding with distortions around authority or rebelling against such images. If it refuses to develop its own inner authority, negativity can flourish like weeds in an untended garden.

The Adult Ego refers to the decision-maker within the personality, so the term 'Adult' covers a long range of developmental stages from childhood onward. It can range from 100/100 dualistic thinking in the Individualized Self Sphere to 50/50 recognition of the unitive principle in the Universal Self Sphere depending upon its level of development.

An enlightened Ego is hard to distinguish from the Higher Self!

The process of awareness, transformation, development and purification outlined in the Pathwork lectures relies exclusively upon the abilities and capabilities of the Adult Ego. Developmental issues are part of our life plan; it is the task of the Adult Ego to recognize and address them.

“You constantly overlook the tremendous freedom you possess in the choice you have about how to think, interpret, and react in any given situation. You fail to comprehend that through this choice you have the power to create and change conditions. Instead you are busy demanding from others that they present you with the conditions which you fail to create through choices of different thought-material.” PL240

### **EXERCISE: Learning to discern our own voices.**

Child Consciousness is often irrational and reactive; the Adult Ego, which is translating this voice, may feel shame or embarrassment, and try to cover up or modify what is spoken. It is crucial to this process that Child Consciousness be allowed to speak without interfering or applying ‘political correctness’. Let the kid speak! Only then can we know what previously unconscious or unaware currents have been influencing us. The following exercise can take less than 15 minutes; try it several times, as part of your Daily Review or daily meditation.

1. Using an example of disharmony from your current life, invite the Higher Self in. You may or may not feel it; just have faith that it always accepts such an invitation!
2. Let the Adult Ego explain and outline its view of what is going on / what happened.
3. Let your kid speak! Invite it to answer the following questions about the disharmony or incident: encourage the irrational, emotionally reactive answers — act them out a bit to support the kid, shake your fist and make faces.
  - What do I want?
  - Why does getting this feel so important?
  - Is it really that important, or is there something else bothering me?
  - What would happen to me if I don’t get it?
4. As the Adult Ego, sit and reflect on what you have heard.
  - What are the grains of truth in your kid’s perspective?
  - Have you avoided any and all compromises, frustrating the child so that it becomes even more active — or worse, goes underground and tries to steal what feels like a real need?
  - If you accepted your Child Consciousness as an aspect of your real self (instead of a nuisance or an embarrassment), how might your attitude change?
  - Notice how the Child Consciousness reacts to the possibility of partnership, without making any promises to it.

*Based upon Moira Shaw’s Exercises for PL77*

## **Weeks 3 and 4: Four Stages of Meditation outlined in PL182 and PL194**

### **1. Increasing our awareness by revealing, expressing**

Each voice should have an opportunity to speak. If one voice is distressed or anxious, it may demand it’s turn regardless of the overall ‘plan’ of rotation: allow this to happen. A huge element of our human wounding is feeling that we have never been truly heard or seen.

This process may accelerate awareness, bringing into consciousness material that was active but unavailable to the conscious mind processes (referred to as ‘automatic reflex’ in PL127). That’s why it is so important to experience this process with witnesses: we may find it difficult to remember something we have never heard, considered, or even conceived of before. Feedback can keep this information available to us for processing.

“Recognition of the unconscious, destructive egotistical self... This should not be approached in a spirit of "wanting to get it over with," as if only then could life begin. On the contrary, doing this is living at its best. You may begin each meditation by asking yourself, "What do I really feel at this moment about this or that issue? In what respect am I dissatisfied? What is it I may look away

from?" Then you may request the universal spirit in you to help you toward the awareness of these particular answers. Then wait trustingly for what may unfold itself." PL182

## 2. Understanding

Ask questions.

Listen carefully, without becoming distracted by charm or neediness.

Notice inconsistencies and incongruities – key pieces of information may be being withheld because they are associated with shame, guilt, or even deliberate negativity.

Identify dualistic thinking: all or nothing, us or them, life or death.

Identify forcing currents, emotional reactions, misconceptions.

Explore options, and notice if this is resisted. What would cause us to resist exploring?

“following through the underlying misconceptions, the causes and effects, the meaning and the price to be paid in regard to the present destructive attitudes..” PL182

## 3. Re-education

A surprising amount of distorted concepts and beliefs can be untangled simply by lovingly exposing them to the light of awareness and offering loving support to explore alternatives.

In areas where there is still resistance, what concepts are active? Dualities? Images? Continue to explore and expand your understanding. Some areas of wounding may take years to re-educate. Support the truth by finding the grain of truth no matter what it is buried within.

“You can re-form, re-orient stagnant psychic energy by the willingness to be totally honest with yourself, totally constructive, loving, and open. If you find an unwillingness in this regard, then that must be confronted, explored, and re-educated.” PL182

## 4. Visualization

“Visualization of a fuller state as opposed to a previous limited state, presupposes desire. These concepts must be built up, again, with the conscious ego; and, again, the intervention and actualization of the universal consciousness must help along in the creation of a more expanded state.” PL182

### ...and if I feel stuck?

“But if desire is tense, urgent, and contracted, it forms a block. Such desire implies "I do not believe that it can be," which perhaps exists due to an underlying "I really do not want it" (for whatever misconceptions and unjustified fears or for the unwillingness to pay the price). Underlying denial creates too tense a desire. Thus a kind of desirelessness must exist, which expresses, in effect, "I know I can and will have such and such even if it is not realizable right now in this or that form. I trust the universe and my own good will sufficiently that I can wait, and I will strengthen myself along the way to cope well with the nonfulfillment of this desire." PL182

**STEPS ON THE SPIRITUAL PATH**  
**The Undefended Self by S.Thesenga**

Development	THE THREE SELVES		
Stage & Task:	The Mask Self	The Lower Self	The Higher Self
<b>Child Self</b> <i>Re-educate inner child to become autonomous adult</i>	Phony child behaving in reaction to expectations of others, trying to avoid vulnerability of being real. Submissive or rebellious child, in reaction to parental authority projected onto others.	Selfish, wilful child who wants only his/her way. Negative, wounded child defended against feeling pain and disappointment. Superstitious and not autonomous.	Spontaneous, loving, creative child, in touch with spirit. Open, undefended child, able to feel and be vulnerable. Open to spiritual reality, without preconceptions.
<b>Adult Ego</b> <i>Strengthen Positive Ego Mind; Align with Spiritual Self</i>	Idealized self-image of ourselves, which we present to the world and want to believe is who we are. Perfectionist demands on self and others. Character defences of the Mask: a distortion of a divine quality: submission (Love) aggression (Power) or withdrawal (Serenity)	Personality faults. Egotistical, selfish ego which wants to be master of all it surveys. Alternately, a weak dependent ego which will not take responsibility or lay claim to what it deserves. Pride, self-will, and fear (aspects of lower self on all levels)	Good qualities of the personality, Positive ego will, serving the Spiritual Self. Makes positive choices. Observes and accepts all aspects of the self. Pursues spiritual discipline and follows through on guidance received. Personal strength: Love, Power, or Serenity
<b>Human Relationships</b> <i>Integrate Self with Others</i>	Patterns of dependency and/or separateness. Blaming and Projecting own issues onto others.	Manipulative and dishonest relationships based on specialness and self-importance (me <u>vs</u> the other)	Relationships that are both autonomous and mutually loving (me <u>and</u> the other)
<b>Soul Transpersonal Level</b> <i>Heal Personal and Collective Soul: Surrender to God</i>	No more mask.	<u>Personal soul:</u> Negative soul directions, with intent to perpetuate duality. Personal soul dents, karmic distortions. <u>Collective soul:</u> Negative archetypes & demonic impulses. Attachment to negative power & separation. (evil)	<u>Personal soul:</u> Positive soul directions, with intent to unify. Personal soul gifts and desire to serve. <u>Collective soul:</u> Positive archetypes and angelic essences. Surrender to inner guides and to God.
<b>Unitive Level</b> <b>BE IN GOD</b>	No more mask.	No more separating impulses: no more lower self.	Creative Presence: Love and Truth.  BEING HERE NOW

PRAYER... MEDITATION... JOURNAL, DAILY REVIEW.. WORK WITH BREATH, RHYTHM... PRAYER... MEDITATION

**STEPS ON THE SPIRITUAL PATH**  
**The Undefended Self by S.Thesenga**

Development Stage & Task:	PRAYER...MEDITATION...JOURNAL, DAILY REVIEW..WORK WITH BREATH, RHYTHM...PRAYER...MEDITATION	THE INNER WORK		Stance of the Helper in the Helping Relationship
		Spiritual Practices	Work with a Helper	
<b>Child Self</b> <i>Re-educate inner child to become autonomous adult</i>		Question all fixed ideas/images/attitudes; allow open attention and curiosity about the self. Meditate and pray in dialogue with the inner child. Call in positive adult ego and Divine Mother/Divine Father to re-parent the inner child.	Open to emotional reality of inner child. Discover how childhood images create and distort present reality. Externalize unfelt feelings from childhood including anger, grief, fear and joy. Allow loss of childhood illusions.	Work with transference: Actively analyze how childhood reality is re-created in the helping relationship. Allow positive and negative transference: projections of “perfect” parent and “disappointing” or “monstrous” parent.
<b>Adult Ego</b> <i>Strengthen Positive Ego Mind; Align with Spiritual Self</i>		Use a journal and practice Daily Review to discover personality patterns. Meditate to develop and strengthen capacity for objective and compassionate self-observation. Use prayer and affirmations to align with Love and Truth.	Look honestly at life patterns and what they reveal about the self. Accept opposites within the self: “bad” faults as well as “good” qualities; pain as well as pleasure. Differentiate self from others; create resilient, effective ego. Recognize and allow present-day feelings as they arise. Make connections with past if relevant; release the past to function in the present.	Negotiate clear and reliable contract, clear boundaries. Promote ego differentiation from helper. Do not engage transference: Work with adult issues, not re-creation of child relationship. Be appropriately self-revealing. Allow feelings rather than strongly encouraging them.
<b>Human Relationships</b> <i>Integrate Self with Others</i>		Meditate and pray to open the heart, practicing forgiveness of self and others. Engage in compassionate service.	Make interactions conscious: negotiate relationship. Practice realness, vulnerability, confession, forgiveness. Experience brother/sisterhood.	Engage with whole self: share more, support connection, confront separateness. Shift from transference to intimacy: allow peership.
<b>Soul Transpersonal Level</b> <i>Heal Personal and Collective Soul: Surrender to God</i>		Pray, align, and affirm positive intention. Attune to soul’s divine ray: Love, Power or Serenity. Discover and pursue soul’s task. Work with ritual and ceremony. Seek and heed spirit guides: Surrender to spiritual masters, Commit life and will to God.	Discover and work with negative intentions. Feel and release pain behind revenge, bitterness, withholding. Uncover and discharge karmic imprints from past lives. Take full responsibility for creation of own life. Work with archetypes, dreams, inner journeys, creative visualizations. Work with Breath & Rhythm.	Notice how deeper soul issues are re-created in helping relationship. Model appropriate relatedness. Thin own boundaries to allow soul level contact. Step out of the way; enter space beyond ego limits; channel higher energies. Allow personal transparency.
<b>Unitive Level</b> BE IN GOD		Worship the Divine in all forms. Practice moment-to-moment awareness.	Allow spontaneous, creative impulses. Relax into Breath, Rhythm, God.	Allow the work to be a constant co-creation between teacher & student, both accessing the Divine, without boundaries or separation.

## The Process of Meditation PL 182

**Film suggestions** for self-study to illustrate differences between Child Consciousness and an under-developed/ (weak) or over-developed (ego-centric) Adult Ego

### **Bluebeard's Wife (2005) 5 mins**

When faced with evidence that her husband may have committed a terrible crime, a woman is forced to make a choice. Will she risk the stability of her suburban life to find the truth, or is ignorance truly bliss? Director: Writer: Bobby Webster Stars: Joan Barber, Norm Golden, Isabel Irene Bass

<http://www.talktalk.co.uk/video/2419/film/short-film-bluebeards-wife.html#2419>

### **Granny O'Grimm's Sleeping Beauty (2009) 6 mins**

In this computer animated short film, Granny O'Grimm, a seemingly sweet old lady loses the plot as she tells her version of Sleeping Beauty to her terrified grandchild.

<http://www.youtube.com/watch?v=cIDv1jJhoxY>

### **The Kid (2001)**

"The Kid" with Bruce Willis is good for child consciousness and needing to re-parent the inner child and resolve automatic "childhood" reactivity. From Carol Day: "In terms of movies, I use "The Kid" in its entirety--to teach the 3 chair process as well as the childhood hurts lecture. This movie does the whole thing--first the total ignorance re: child consciousness, then the cc shows up in the form of a little boy, they go back in time to the original hurt from childhood, they re-educate, and at the end, even a Higher Self version of Bruce Willis shows up. It's marvelous, funny, and does a whole lot of teaching for me."

Bruce Willis, Spencer Breslin. Lily Tomlin. Director: Jon Turteltaub Comedy

Trailer: <http://www.youtube.com/watch?v=wIP-eJM20c8>

### **Click (2006)**

An eccentric inventor (Christopher Walken) who works out of the back room of Bed, Bath & Beyond gives workaholic Michael Newman (Adam Sandler) an experimental gadget guaranteed to change his life; a perfect remote control with some startling functions - it can somehow mute the barking of the family dog and even fast forward through an annoying quarrel with his wife (Kate Beckindale). Michael quickly becomes addicted to this new rush of power. But before he knows it, the remote is programming him, rather than the other way around. Director: Frank Coraci Comedy

3:47 excerpt: <http://www.youtube.com/watch?v=48hS20iPDUc>

### **The Miracle Worker (1962)**

The story of Anne Sullivan's struggle to teach the blind and deaf Helen Keller how to communicate. Though Helen perceives sign language as a finger game, Annie's unflagging tutelage ultimately awakens in her charge the concept of words. Anne Bancroft, Patty Duke. Director: Arthur Penn

Final scene: <http://www.youtube.com/watch?v=IUV65sV8nu0>

### **25<sup>th</sup> Hour (2000)**

The clock is ticking on Monty Brogan's (Edward Norton) freedom - in 24 hours, he goes to prison for seven long years. Once a king of Manhattan, Monty is about to say goodbye to the life he knew - a life that opened doors to New York's swankiest clubs but also alienated him from the people closest to him (Barry Pepper, Phillip Seymour Hoffman, Rosario Dawson). Monty's not sure of much these days... but with time running out, there are choices to be made. Acclaimed director Spike Lee sheds light on a man who's unsure of how his life has led him to this point as he struggles to redeem himself in the 25th hour.

Mirror monologue: <http://www.youtube.com/watch?v=mbOuU3L3bQc>

### **Bastard out of Carolina (1996)**

Set in South Carolina after WWII, a single mother and her daughter struggle to keep their relationship strong amidst pain and anger. Very disturbing account of abuse and incest dynamics transferred onto a child while



her mother looks the other way. Based on the novel by Dorothy Allison. Jena Malone, Jennifer Jason-Leigh. Directed by Angelica Huston. Full movie: <http://www.youtube.com/watch?v=l6vsu9BYfyw>

### **A Child's World (2001) Documentary 3 45 min Episodes**

BBC series on how children process information at different ages. Emotional trauma can negatively impact childhood development, impacting our ability to process information.

#### **Episode 1: Mind Games**

Pt 1/3 <http://www.youtube.com/watch?v=lQnnN2zr2Lc> Pt 2/3 <http://www.youtube.com/watch?v=e--hnbue1Lg>

Pt 3/3 <http://www.youtube.com/watch?v=-sFPS2OTQOE>

Lying is a fact of life. We're taught from birth that it's bad, but the truth is human relationships would disintegrate without it. Luckily, it comes naturally to us all - just not right away. It's not until age 3, at the earliest, that children develop what may be the most important skill they will ever use - the ability to understand and act upon the fact that others think and feel differently from them. Only then are they able to lie. MIND GAMES explores this ability to read and then manipulate people's thoughts, known as "theory of mind". Once children begin to imagine and pretend, they have started to develop it. But even after acquiring this skill, they don't fully understand how to use it. That's why young kids often tell the truth even when adults would rather they didn't. Not until they get older, around ages six and seven, are they able to view life outside of rigid rules and see the moral shades of grey that indicate when it's okay to lie and when it isn't.

#### **Episode 2: Facts of Life**

1/3 <http://www.youtube.com/watch?v=Tf4pBebDqkQ> 2/3

<http://www.youtube.com/watch?v=wc9QD4qGMR4>

3/3 <http://www.youtube.com/watch?v=nN3aAkhdwf8>

At one year, children have no understanding of gender, yet they still conform to traditional gender stereotypes. But is this a function of nature or nurture? Explore the different effects brain chemistry and adult interaction have on the long and sometimes strenuous quest to understand gender. Young children's answers to fundamental questions about existence demonstrate why the basic facts of life-gender, life and death-are foreign to many of them, and what mental tools they require to understand the life cycle. FACTS OF LIFE guides you through the minds of children to explain why they grow up seeing life as a moment in time rather than as a process of growth and change, and how a conceptual understanding of time is the first step towards making this distinction. Coming to terms with the idea that the outside can change while the person inside remains the same is they key to developing an accurate sense of self. And this, ultimately, is what guides us along the inescapable path from cradle to grave.

#### **Episode 3: The Independent Thinker**

1/4 <http://www.youtube.com/watch?v=sEOTHXxOgm8> 2/4

<http://www.youtube.com/watch?v=jo2SesUCKJU>

3/4 <http://www.youtube.com/watch?v=rzRHkUF9nVg> 4/4

<http://www.youtube.com/watch?v=Oj67CpGz8-0>

A child's world is an ongoing road to independence, a constant quest for a sense of self. And it's one which, from complete helplessness to total independence, takes humans longer than any other species. But why? INDEPENDENT THINKER examines the role memory and abstract thought play, and how they allow us to make sense of the world. You'll find out why five-year-olds are better at some feats of memory than adults. You'll also discover what's beneficial about tantrums and frustration, and why, although a child's brain is 95% of its adult size at age 8, kids are not fully able to make their own decisions for about 3 more years. When their attitudes of rules become more flexible and they begin to apply their own sense of right and wrong to situations, they are capable of completely independent thought. Then-watch out! They fearlessly exercise this newfound ability, despite still lacking the emotional tools to deal with the consequences. Learn how they cope with this void, and why friends play an increasingly influential role as children advance toward independence.