



FOUNDATION EDUCATION

Manual/Guide for Parents & Teachers to teach children the basics of what is necessary to develop into loving, driven and passionate adults.



ONE SOUL SERVICES
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Foundation Basics

Adults First, Then the Children

Main Points

- *A parent/caregiver/teacher will be unable to truly teach children how to be loving, passionate and driven unless they themselves have a true desire to make changes to be loving, passionate and driven. Until then the adults will be obstacles for this goal.*

Adults need to learn First

It's very unlikely that you learnt to do a task such as how to pump fuel into your car, use a washing machine, or cook a meal from someone who had no real idea themselves. If you did, then you would have had to fix the problems you had caused, unlearn what you were taught and then start from scratch. Most real learning comes from two places, someone who knew what they were doing and cared enough to teach you well or via trial and error (sometimes after someone taught you badly).

Any teacher knows that they need, at least, a firmer understanding of what they are teaching than their student, a desire to teach it in a manner that is easy to understand and a student who has a desire to learn it well and use that new information in their own endeavours.

Nothing is taught by a parent or a teacher who just tells a child to do something that the child has never attempted before. If the child does attempt the new action, there will be a lot of trial and error before the action is completed well. The outcome is likely to be the same if a child is taught something that the adult does not truly understand or taught half-assed. The child is often just going to be even more confused. However, the outcome will always have long-term negative consequences if an adult teaches something that they really believe they understand but they don't. In this case a child will end up doing something wrong, and the consequences can range from a minor inconvenience to major issues with their personal safety, and they will have to firstly come to and understanding that the adult taught them wrong before they are able to do the task well. Depending on the child, they may just do the wrong thing for ages before this occurs.

A child's behaviour is created/allowed by the emotions of the Adult

Therefore, Adults need to change first

Primary Focus: Love of Yourself and Others

Why Focus on Love first?

The expression of love of oneself, love of your partner, love of your children, love, care and kindness of strangers, and love of the environment and the life in it all bring untold joys to a person's life. True joy just can't occur without expressing love in some way. In contrast, a lack of love in any of these areas can invite and bring about some of the greatest pain (physical, emotional and spiritual) and trauma in our lives and in the lives of those around us. Love is one of the most powerful guiding forces of the universe, and the most important characteristic of God. Love will always improve the lives of both the recipient and the giver just as the lack of love will damage both.

What has this got to do with educating children? Well, it relates to what should be the focus of any basis for education and what children should learn and know first. It isn't their first language, it isn't math, art or physical education, it needs to be love. It needs to be love for one simple reason.

The purpose of life for all of us is to love. Love ourselves, love others, love the environment. To develop our ability to love, strengthen our love, and to deepen it.

Obstacles to Love

This may be a simple concept on the surface and simple to say, but so much gets in the way. We get addicted to things that get in the way of love of ourselves and others. We barter our time, energy and “love” so we can expect “love” from others. We have been taught that demand, judgement, lies or abuse is love. We get tired, sick, and hurt and during this time staying loving in a situation gets harder. We honour our fears, our losses, our anger and rage and then love becomes a thing of myth and derision in these emotional spaces. We forget that love is only love when it is a gift or we never learnt this in the first place and we seek “love” and only give “love” when it’s bartered, paid for or demanded. We seek the concept of peace and care over what love would do and, in these spaces, we are dishonest or untruthful with those we “love”, not understanding that while truth may be shared without love, love cannot be shared without truth.

All these obstacles play out all over the world, in our family homes, our works spaces, our travels, in our education systems and in our nations. Most of us now see a lack of true loving care as normal and even necessary in many situations. Many of us will argue what true loving care actually looks and feels like. A lot of us enjoy seeing others being treated with a complete lack of love. Some of us give up on giving and receiving love altogether, with disastrous consequences both on the personal level and on the world stage.

Is it any wonder then, that any new human being will need to begin any path of education with a foundation education in love; what it is, what it feels like, the universal laws that govern love and its development, and what love can create.

The Foundations of Love

Love can only be love when it is truthful.

- *While truth may still be truth and not have a loving motivation, Love cannot be love if your motivation untruthful or dishonest.*

Love can only be love when it is a gift.

- *Love cannot be love if it is a response to a demand*
- *Love cannot be love if it is a part of a barter (physical or emotional)*
- *Love cannot be love if it is paid for (money, responsibility, etc.)*

Love can only be love when it is emotional

- *Loving yourself means completely responsible in the full experience of your positive and negative emotions (Humility)*
- *Loving others means positively engaging/supporting others to experience their own feelings (Soul Desire)*

Love always will lead to loving action

- *Loving yourself means completely engaging in positive desires that will benefit yourself and others (Soul Desire)*
- *Loving others means positively engaging/supporting others to engage in positive desires that will benefit themselves and others (Soul Desire)*

Love can bring up short term pain but will always create long term joy.

- *Joy is the product of engaging in loving yourself and others*

- *Everyone, including the environment is benefited when loving yourself and others if something is detrimentally affected long term, then the “love” is corrupted*

Parents

- *Extra task of teaching/upholding love of oneself and love of others in their children*

Teachers

[Do I need to add a bit about what love is? Seems like many adults don't understand the difference.]

Humility

Emotional Responsibility (Humility)

Main Points

- *A person is responsible for their own actions/behaviour/emotions*
- *Not responsible for the actions/behaviour/emotions of others [Need to talk about the clear line between these two]*

Parents

Main Points

- *This is not the case if the person is your parent*
- *Parents have a responsibility for the creation of unloving action/behaviour/emotions in a person*
 - o *This is not a complete responsibility for subsequent action/behaviour/emotion that their child conducts as they grow into an adult, but all to most of the responsibility of someone who is a child's age.*

Teachers

Emotional Suppression and the effects on the people in its wake

Main Points

- *Children are completely open to the emotions in an environment*

Parents

Teachers

Education of the Child: Boundaries, Rewards and Penalties

Education of a Child is clear and easy to understand

- *Children are clear and easy to understand in their actions, feelings and motivations in any instance*
 - o *Confusion occurs in the adults who suppress their emotional reactions the child actions, feelings and motivations*
- *The emotion in the adults in the vicinity is also clear and easy to understand*
 - o *Again, confusion occurs in the adults who suppress their emotional reactions the child actions, feelings and motivations*

- An adult who is not suppressing their feelings about the child or other adult, will be able to easily articulate what other adults are suppressing in the instance
- Children will have a clear and easy to see correction in their behaviour after they (and likely their caregivers) have had an emotional shift in the same instance

Rewards

- Loving Behaviour will always have some reward
 - God's universe applies rewards
 - Adults' responsibility to support/highlight that reward
- Rewards can be physical/emotional/spiritual
- Avoid exactly the same reward for the same good behaviour
- Needs to come from a place of true appreciation
 - Sincere not patronising
 - Rewarding the behaviour/motivation, not projection that the child is special/wonderful
 - Anything other than sincere appreciation will just create an addiction
- A loss of a rewards can be a part of correction for unloving behaviour, especially if the unloving behaviour happens once, they know they are getting a reward
 - A child making fun of their sibling NOT getting a reward leads to a loss of reward

Penalties

- Behaviour that is in disharmony with love will always have a penalty
 - God's universe applies penalties
 - Adults' responsibility to support/highlight that penalty

How to enforce loving Boundaries

Main Points

- *Priority on addressing emotions/motivations through use of boundaries*
- *Consistency*
- *The physical enforcement of boundaries when physical actions occur*
 -
- *The dangers of hypocrisy or manipulation in enforcement of Boundaries*
- *Motivation matters over action*
- Restriction
 - First feeling: like you are hurting the child
 - Is not based on logic
 - Addressing addictions/barter
 - The child's
 - Your own
 - Your partner

Parents

Teachers

How to determine when a Boundary needs to be enforced

Main Points

- *Only a Loving desire to enforce boundaries*
 - o *What is and what isn't*
- *Self-Awareness of current emotional state*

Parents

Teachers

Supporting spiritual development and happiness in children

Personal Relationship with God (Divine Love & Divine Truth)

Divine Love

Parents

Teachers

Divine Truth

Parents

Teachers

Prayer (Longing for things from God)

Parents

Teachers

Conscience (How God communicates with us)

Parents

Teachers

Applying the Foundation Basics

Partner/Peer Relationships

Parents

Teachers

Addictions

[Will need to explain what addiction is and how a child acts when they are addicted to feelings/actions/behaviour of adults]

- **Constant Praise creates addiction**
- **Attention can create addiction**
 - o **Pretending to not understand or asking for help before a child even tries a task/challenge solo indicates an addiction for attention.**
- **Exhaustion is the indication that energy is being given to a person (could be a child/student) that shouldn't be given**

Parents

Teachers

Truthful Teaching

- **Being confronting/frank about a child's behaviour/motivations**
 - If a child's behaviour is objectively annoying, they should know about it (adults will still need to be responsible for their own feelings).
 - Loving Motivation: Truth not used to guilt/instil fear/demoralise/etc. child into doing the "right" thing, but as a statement of fact that the child can use to understand the situation (e.g., telling a child they're being a bully and that's why their restricted from interacting with other children)
 - Focus on the action not the child (e.g., a child may be a bully in an instance but they can change that behaviour at any time they choose)

Consistency

Parents

Teachers

Teaching Self-Responsibility

Parents

Teachers

Desire to Love

- **The benefits of loving oneself and others**
- **The benefits of gifts**

Parents

Teachers

Desire to Learn

The World/Their Environment responds to their desires

Parents

Teachers

Design of Environment

Parents

Teachers

Body is an Educational Tool

Parents

Teachers

Developing Appetite for Learning

- Opportunities (not permeant) provided for children to engage; opportunities are no longer given when child shows no desire to engage in the moment
- Other natural consequences (e.g., such as no providing something when a child says no and holding to that even when a child changes their answer when they realise, they actually will miss out) can grow desire in children to engage next time.
- Responding to Curiosity (questions and answers)
- Presenting opportunities for children to know more (a little extra info to wet curiosity but no more if child shows no true interest)

Parents

Teachers

Respect for Law

Parents

Teachers

Safety

- Safety is important
 - o Introduce concept of tool (not a toy)
 - o How a tool works
 - o How the tool can be used
- Fear is not Safety
- Fear of children being in pain or hurting themselves
 - o Not saving a child from "trauma" (seeing blood, cuts, understanding the truth of why an adult is "in trouble")

Parents

Teachers

Loving Principles to Teach Children

Faith

Parents

Teachers

Love

Parents

Teachers

Truth

Parents

Teachers

Humility

Parents

Teachers

Action

Parents

Teachers

Forgiveness

Parents

Teachers

Remorse

Parents

Teachers

Specifics of a Loving Classroom