

Easy
PEDAGOGY
3000

13

simple steps
for *being* mother, father and
teacher in the third millennium...
and enjoying it!

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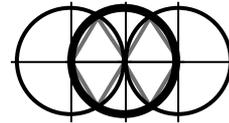


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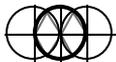
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Contents

What is Pedagogy 3000 [Pedagooogia 3000@]?	5
13 simple steps	7
Step 1 - I learn why today's children are no longer the same and I let myself be surprised.	10
Step 2 - I get to know their new way of learning and acting.	11
Step 3 - I understand their new characteristics and talents, so I attend to them better.	14
Step 4 - Important! I Understand My Own Changes.	17
Step 5 - How Can I Use the Gifts of the Two Hemispheres of the Brain to the Maximum and How Do I Let Creativity Flow From My Child or Student?	19
Step 6. Emotional Intelligence is More Important Than IQ (Intelligence Quotient). How Do I Develop It?	22
Step 7 - I Become Familiar With the Thirteen Intelligences and I Learn to Use Them.	25
Step 8 - I Learn Basic and Effective Techniques for the Education of the New Millennium.	28



Step 9 - What is an Intuitive Child? What to Do and Not to Do?	30
Step 10 - I Possess Bio-Intelligent Tools for a Good Complete Development.	33
Step 11 - I Easily Manage Multiculturalism in Daily Life.	37
Step 12 - I Create a New, Competent Education for Them and for Me.	40
Step 13 - I Propose To Be, and Co-Create a New Society Through a New Education.	42
Outstanding Characteristics of Today's Children	45
The Profile of Pedro is One of Many.	48
Summary of the Characteristics of the Children of the Third Millennium, Extroverted Type.	50
Summary of the Characteristics of the Children of the Third Millennium, Introverted Type	52
The Secret of the 8 BBBBBBBB	55
Glossary	59
Bibliography	61
The world link for A New Education	63

What is Pedagogy 3000® [Pedagoogía 3000®]?

Pedagogy 3000 is a synergy of teaching methods that gives priority to the children of today and tomorrow, with their changes, their specific needs and their new manner of learning and *being*. It constantly develops teaching tools for the wellbeing and harmonious *integral-emotional* development of babies, children, young people, parents and teachers. It is flexible and based on the new paradigms of the Third Millennium.

Pedagogy 3000 adapts to its *social, cultural, economic and ecological environment*.

Pedagogy 3000 is an instructional method in *expansion* that is evolving as we enter the Third Millennium. More than a new theory, a new pedagogical procedure or some fixed model of learning, it is a constant

openness through *learning and attending* to the needs of the students of the Third Millennium, who are really quite different from previous generations, and who continue to change rapidly, as it would appear. In other words, Pedagogy 3000 is an *attitude* that translates into an *understanding-action* in constant *movement and growth*.

Inclusive by nature, **Pedagogy 3000** proposes to gather and improve the best of the teaching methods, procedures and techniques used in the past (including the ancients), together with those of the present and those which are currently being formed.

We give priority to the infant, the child, the young person, those to be born, and those who are to arrive in the coming decades, in a constant listening and orchestration of what is learned, with love, humility, consciousness and respect. Our main principle is universal and unconditional *Love*. As the children continue to change, and as we continue to understand them better, and as consciousness expands, our understanding will continue to change.

13 simple steps

What has changed?

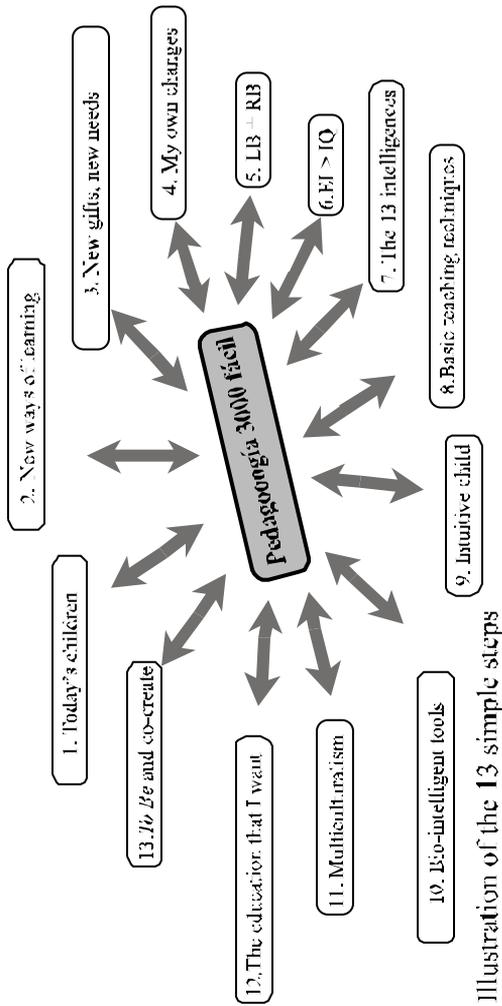
The children of today have changed; their manner of learning has changed. We, ourselves—mothers, fathers and teachers—are changing. Therefore? Education should also change, and quickly.

The paradigms of the Third Millennium, the energy and the consciousness are making quantum leaps on the planet. And me? How do I get my bearings? What should I do, and what shouldn't I do? Why is the education of today the first sector that should change?

This book is going to help us with 13 simple steps.

13 simple steps

1. I learn why today's children are no longer the same and I let myself be surprised.
2. I get to know their new way of learning and acting.
3. I understand their new characteristics and talents, so I attend to them better.
4. Important! I understand my own changes.
5. How can I use the gifts of the two hemispheres of the brain to their maximum potential and how do I let my child's or student's creativity flow?
6. Emotional Intelligence is more important than IQ (Intelligence Quotient). How do I develop it?
7. I get to know the thirteen intelligences and I learn to use them.
8. I learn basic and effective techniques for the education of the new millennium.
9. What is an intuitive child? What to do and not to do?
10. I possess bio-intelligent tools for a good complete development.
11. I easily manage multiculturalism in daily life.
12. I therefore create a new, adequate education for them and for me.
13. I propose *To Be*, and co-create a new society through a new education.



Step 1 - I learn why today's children are no longer the same and I let myself be surprised.

Today's children exhibit exceptional innate talents of greater perception and sensitivity in the physiological, emotional, ethical, behavioural, cognitive, social, psychic and spiritual realms. These qualities can also be found in adults and grandparents, but to a lesser extent.

So we have a student, at home or in our classroom, whose emotional and sensory equipment is already more sensitive.

He is capable of perceiving energetic and cognitive spectrums that sometimes adults do not themselves perceive.

John White, member of the American Anthropological Association, presents the following:

A new humanity is taking shape that is characterised by an already-modified psychology, based on the expression of feelings and not on their repression. This is translated as: Supportive and loving motivation, not competitive and aggressive; multilevel-*integrated* logic, not *lineal-sequential*; a sense of an *inclusive-collective* identity, not *isolated-individual*; and psychic capacities used with benevolent and ethical

purposes, not harmful and immoral
¹. (White, 2008:ae).

The cited investigator speaks of humanity changing direction as a whole and launches the possibility of the appearance of the *Homo noeticus*, the man of consciousness.

The new humanity is not *Homo sapiens*, yet *Homo noeticus*, man of consciousness.

Step 2 - I get to know their new way of learning and acting.

So what characterises today's children is not only their high cognitive capacities, but also their vast sense of perception in all environments, their keen level of empathy and their surprising psychic and spiritual openness, especially at a very early age.

Their level of empathy is very high, this is to say, that they are capable of comprehending and experiencing the feelings, thoughts and experiences of others, without the need for speaking or even, in some cases, of being physically present.

They are children whose faculties are *multilateral*, which is to say, that they can see different aspects of the same thing, and *multidimensional*; they can access various

¹ <http://www.wie.org/j19/white.asp>

levels of consciousness.

Their ways of learning are:

1. Self-taught and *self-developed*, meaning that they present, in general, a profile of a self-taught leader with a high psycho-emotional development. This profile was proposed by Dr. Abraham Maslow, transpersonal humanist psychologist, and corresponds to the great majority of today's children.
2. Associated with a high *sensitivity*, both physical in their five senses and their metabolism as well as emotional, social, ethical and spiritual.
3. Tied to a super-developed *Emotional Intelligence*, such as Dr. Daniel Goleman describes. That provides today's children with: high speed of understanding, an ability to act immediately, a sense of certainty, and a holistic assimilation of knowledge.
4. Related to the extensive use of their *brain's right hemisphere*, which provides them with: a visual kind of learning, creativity, imagination, enthusiasm for the arts, music, feelings, emotional sensitivity, intuition, sixth sense, nonverbal expression, the ability to

multitask, independence, and persistence, amongst other qualities. They truly have a natural synchronisation of both hemispheres of the brain. The right hemisphere provides them with intuition and creativity, the left hemisphere gives them clarity and structure to carry out what they set out to do. The synchronization of both hemispheres accompanied by high, stress-free motivation provides a natural, active state of alpha waves; the theory of Flow from the psychologist Mihaly Csikszentmihalyi²

5. Related at times with *psychic talents*, also called parapsychic or intuitive, presenting innate capacity for clairvoyance, telepathy, precognition and other extrasensory facilities.
6. Tied to *standards of diversified learning*, including the nine intelligences described by Doctors Gardner and Armstrong. They also naturally use their energetic or intuitive intelligence, emotional intelligence, practical intelligence and co-creative intelligence.

² Mihaly Csikszentmihalyi is the ex-director of the Department of Psychology of the University of Chicago and director of the Quality of Life Research Centre of Claremont Graduate University in California.

Step 3 - I understand their new characteristics and talents, so I attend to them better.

Their new outstanding characteristics and talents	I attend to them better with
1. Autonomous, self-realised	Self-taught education, responsibility and independence. Letting them do things by themselves. Respecting their way of being and learning.
2. Better perception and sensibility	An emotionally stable environment and a great deal of affection. Completely rejecting shouting, threats and emotional blackmail..
3. Super-developed Emotional Intelligence	A productive and active education. An impeccable ethic.
4. Right brain	Creativity and flexibility. Inventing things and allowing them to explore. Art and aesthetics. Pleasurable movements and activities.
5. Psychic talents	Calm, peace and understanding. Biomorphic tools.
6. Multiple intelligences	Encouraging the development of multiple intelligences. Organising ecological activities and fieldtrips. Multiculturalism. An integral development. Bio-intelligent and bio-pleasurable tools.

Task

I will make a list of how I am going to help my children or students, taking into account these new characteristics.

I will write four concrete things based on the table above:

.....
.....
.....
.....

Recommendations for living harmoniously.

1. We strengthen the self-esteem of our children or students.
2. We strengthen our *own* self-esteem.
3. We give hugs and smiles.
4. We avoid punishments and rewards.
5. We never resort to physical punishments or shouting.
6. We don't resort to emotional blackmail.
7. We are firm, but not dominant nor authoritative.
8. We teach by our example.
9. We really listen.
10. We don't fall for the struggle for power. If there are conflicts, we don't rely *on force*.
11. We relax and calm ourselves. We don't

- yield to our first impulse of impatience or anger.
12. We do not overprotect them.
13. We do not compare; neither better nor worse.
14. We are careful about our tone of voice.
15. We have fun together.
16. We are conscious of: "With our sweetness we attract sweetness. With our bad temper we attract...bad tempers"
17. We offer them pleasurable tasks.
18. We encourage physical activity.
19. We have daily contact with nature.
20. We offer the possibility of choice.
21. We let them assume responsibilities.
22. We explain everything honestly.
23. We are always courteous and respectful.
24. We remember that change always begins with ourselves.

Task

I will choose one of these recommendations and practice it for a week. Then I will continue with another, and another, and so on successively, until they have become habits in my life. I will start TODAY. I will write here what I have chosen to start with. I will start with only one.

.....
.....
.....

Step 4 - Important! I Understand My Own Changes.

Scientists demonstrate that the natural frequency of the earth is 7.8 hertz. These are called Schumann waves and they have remained stable for thousands of years. Scientists state that this frequency directly influences, through the hypothalamus, all mammals, human beings, whales and dolphins. Recent reports now establish that the Schumann frequency reached values up to 11 hertz in 2003 and continued increasing little by little up to 13 hertz and even 15 hertz in only ten years, which implies great electromagnetic changes and also accelerated changes in our cells, in our central nervous system and even our DNA (W. O. Schumman, 1952, König, 1954, Balser y Wagner, 1960, Hans Volland, Davis Campbell, Gregg Braden, 2000).

These rapid energetic changes can be translated in the human being as frustration, instability and sudden mood swings. At the physical level, they can appear as symptoms such as nervous disorders and imbalance in the central nervous system such as various types of atypical fevers. At the cerebral level, imbalances can be produced in the system of brain waves, while starting to produce a readjustment to a new energy.

We recommend to adults, and above all to parents and teaching staff in their daily interactions with children, to know that the children are already tuned into this frequency.

Some practical advice:

- Organise and simplify our lives to better manage the oscillations between periods of great fatigue and periods of elevated energy.
- Be very attentive to emotional extremes, calm oneself, do physical exercises for equilibrium.
- Eat healthily and drink lots of water for detoxification.
- To combat the tendency towards stress and lack of concentration, do grounding exercises (see the table of the Secrets of the 8Bs at the end of this book).
- Interact with the four elements, and especially with the elements of earth and water.
- Help ourselves with tranquil music, therapeutic sounds and, if necessary, using neuro-muscular therapy, craniosacral therapy, homeopathic remedies, and therapies with gems or floral essences, or other alternative therapeutic processes agreeable to us.
- Organise “schools” for parents, future

parents and grandparents (grandchildren and great-grandchildren generally have a limited relationship with their grandparents) where they can receive information about the children and young people of today, share practical tools, express their personal challenges and at the same time better their own personal and inner development.

- Meditate regularly; it is important to find ourselves again.
- Express one's self freely – but without anger, with maturity and affection – so that repressed emotions do not get converted into physical symptoms in the body.

We adults also have the same faculties as today's children, but in a latent state. It is just a matter of awakening our talents, hidden in our DNA.

Step 5 - How Can I Use the Gifts of the Two Hemispheres of the Brain to the Maximum and How Do I Let Creativity Flow From My Child or Student?

The children and young people of the third millennium have the ability to manage both sides of their brains equally, harmoniously, naturally and without conflicts; especially if their education is well-directed.

Left hemisphere of the Brain	Right hemisphere of the Brain
Rational, Cartesian, logical connections between causes and effects.	Visual centre of the brain, associative and holistic connections. Seat of creativity, imagination, the artistic and musical.
Analytical and calculating.	Feelings, emotional nature, intuition, sixth sense.
Verbal: words, discourses, grammar.	Non-verbal: images, bodily expression, sense of touch, energetic.
Linear, sequential.	Holistic, lateral thought.
Only one thing at a time, step by step.	Multi-task.
Order. Authority gives security.	Recognises authority only if it is approved by consensus.
Particular to general.	General to particular.
Moderate-velocity thought that, in general, does not flow into immediate action.	Flash thoughts that, in general, flow into immediate action.

In order to not dismiss the innate gifts of the right brain it is recommended that you provide your children or students with:

- Teaching based on the visual, and in movement, more than in verbal.
- Encouraging any kind of activity connected to creativity, imagination, the artistic, dance and music.
- Allowing them to do various tasks at the same time.
- An education based on *loving restraint*, and not in rigid and arbitrary limits. (*Do it because that's the way it is!*)
- Exercises that develop *flash* thoughts, that is to say, extremely quick thinking.
- Exercises that develop intuition.
- A lot of love, affection and freedom of action, without meaning that they can do whatever they want, but accompanying them lovingly, giving them more responsibilities and trust, as opposed to what generally occurs during our childhood, and at the same time showing a genuine interest in what they do, think and say.

What does mean this formula?

$$L + R = G$$

$$G + Ht = Hm$$

$$Hm + S = W$$

Formula

L + R = G Left Brain plus Right Brain: The integration of both hemispheres gives us a *Genius*. But a genius in itself is limited and even can be dangerous; it is not a goal in itself.

G + Ht = Hm Genius plus Heart gives us a *Humanitarian Being*.

Hm + S = W Humanitarian plus Spirituality gives us a *Wise Being*

Step 6. Emotional Intelligence is More Important Than IQ (Intelligence Quotient). How Do I Develop It?

Today's children and young people generally have a highly developed emotional intelligence, which implies particular modes of learning, such as:

1. *Speed*. Emotional intelligence is extremely quick; much more so than the rational mind.
2. *Facility for immediate action*. This is why they are children of action and of changes.
3. *Certainty*. The emotional mind gives rise to an especially strong sense of certainty. It facilitates perseverance and stubbornness, definitive qualities of leaders.
4. *Assimilation of things as a whole and immediately*. This is based on the

principle of the *hologram*. While the rational mind of the cerebral cortex realises logical connections based on relationships of cause and effect, the emotional life has a holographic logic, where just one part evokes the whole. All in all.

5. *Functioning by association*. The logic of the emotional mind is *associative* by its nature. Its principle is the trigger. This is to say, enough of an element—be it visual, auditory, olfactory, tactile, or of taste, or a feeling or cognitive data—can unchain the memory or comprehension of something.
6. *Collaboration*. Emotional intelligence is opposed to authority and vertical teaching. It is based on the principle of *freedom*. For this logic all is possible, there is no constraint.
7. *Use of language, the arts and spirituality*.
8. *Acute perception*. With the logic of the emotional mind, things are not as they are, but as they are perceived and for what they represent.
9. *The actor*. The child becomes actor and co-creator in the emotional mind.
10. *Principle of healing*. Emotional intelligence is healer and self-healer.

Daniel Goleman recognises: “The name itself of *Homo sapiens*, the thinking species, turns out to be deceitful in light of the new

appreciation and vision that science offers with regard to the place that emotions occupy in our life. Feelings count as much as thoughts, and often more”. (Goleman, 2000:22).

EC > IQ

The Emotional Coefficient (EC) is more important than the Intelligence Quotient (IQ) in relation to the success and the quality of life for each one.

We develop and reinforce Emotional Intelligence with:

- Exercises of conscious breathing.
- Art, theatre, dance, music.
- Exercises that utilise the body in a conscious manner.
- Creative games or stories where the actor or the hero adequately uses their emotions.
- Exercises that aim to reinforce the self-esteem of the child, the parents and the teacher.
- Exercises that make a point of valuing the name of the student.
- Exercises of affirmation or positive thinking.
- Energetic swinging or rocking, in games or other forms.
- Chi Kung or Tai Chi for adults.
- Yoga (quicker and more adaptable for children).
- Aikido, Karate, Kung Fu and Capoeira

- for children and young people. Archery.
- Exercises of grounding.
 - Giving special attention to the initial health of the class or activity and the awakening of the journey.

These exercises are powerful for children, young people and... the parents and teaching staff themselves!

We achieve a *Culture of Peace* in the schools with:

- Fields of *positive thought* for the entire establishment or student centre.
- Watching movies about the theme of *peace* for all members of the centre.
- Breathing exercises during recess and *Brain Gym*.
- Relaxation every day, in the form of postures, exercises of muscular tension/relaxation and visualisation.
- Massages and yoga, including for the parents and teachers.
- Ambient music through megaphones for the entire establishment or student centre.

Step 7 - I Become Familiar With the Thirteen Intelligences and I Learn to Use Them.

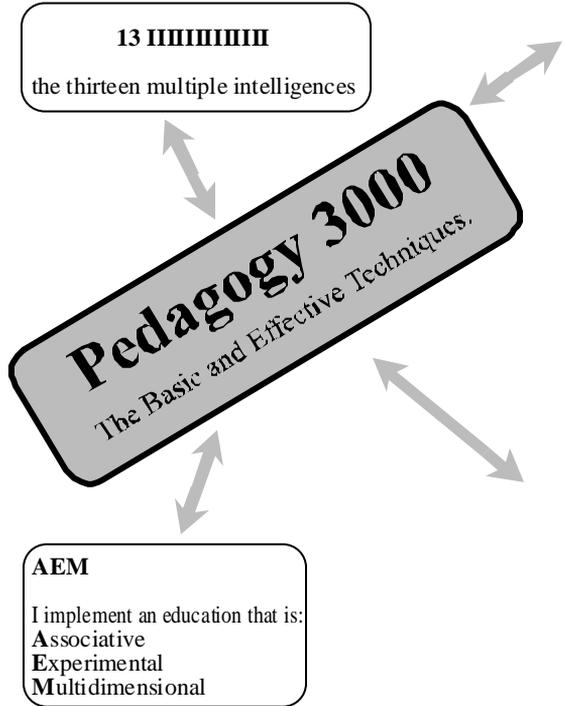
We present a recapitulation of the thirteen intelligences, their nature and purpose:

N°	Intelligence	References	Nature	Life Purpose
1	Linguistic or verbal-linguistic intelligence	Multiple Intelligences from Gardner and Armstrong	Cognitive	Communicators
2	Mathematical-logical intelligence		Cognitive	Scientists
3	Spatial intelligence		Spatial, artistic and aesthetic Corporal	Harmonisers with art, opening of consciousness
4	Bodily-kinesthetic intelligence		Bodily	Physical and spiritual healers through the fluidity of the body
5	Musical intelligence		Musical	Harmonisers with sounds, opening of consciousness
6	Interpersonal intelligence		Psychological, social and multicultural	Social leaders

7	Intrapersonal intelligence		Psychological and ethical	Psychologists, healers
8	Naturalist intelligence		Ecological	Ecologists, biologists
9	Transcendent or spiritual intelligence		Spiritual	Transpersonal psychologists
10	Energetic or intuitive intelligence	Shichida, Pedagogy3000	Psychic	Multidimensional transpersonal psychologists
11	Emotional intelligence	Daniel Goleman 1990, Asiri	Emotional	Therapists
12	Practical intelligence	Paulo Piaget Pedagogy3000 William Kilpatrick	Practical and productive	Therapists of emotions Constructors of new systems and of the new humanity at the physical level
13	Co-creative intelligence	Walter Maverino Unipaz, Asiri Pedagogy3000	Multidimensional Synthesis of those mentioned above.	Co-creators of the new world

The Thirteen Intelligences Recapitulation

Step 8 - I Learn Basic and Effective Techniques for the Education of the New Millennium.



Recapitulation of the methods, procedures and

GOM

The 3 guaranteed successes of the new education:

Games. Education is pleasurable and has to provide joy.

Outside. Taking the children outside of four walls as often as possible. In general, for them, the classroom is a cage.

Movement. The key to learning. Education (above all in preschool and primary school) should be based on movement. *Thought is anchored by movement!*

EPAWE

Elaboration of projects
Professional experiences
Academic opportunities
Workshops
Exchanges



*When I forget everything
I return to*

... Love



*And I trust in the
intuition of my heart*

teaching techniques for the third millennium

Step 9 - What is an Intuitive Child? What to Do and Not to Do?

The *paranormal* phenomena nowadays are really very... *normal* in the children and young people of the new generation, especially in small kids, due to the increase in their perception and sensibility, as well as to a more extensive global conscience.

The most common psychic behaviours of today's children are the following:

- They answer before a question is formulated.
- They know in advance who is ringing by telephone or who is coming to visit them.
- Almost all, to varying degrees, have contacts with entities of other levels, including the deceased.
- From a distance, they feel things happening, and it bothers them when another person touches their belongings. Some are even agitated to an extreme by this.
- They can be interested in the subject of telepathy, such as communicating with animals, especially with dolphins and whales.
- They have the innate tendency to be healers, especially of adults' emotional sides.

- In games of clairvoyance, they ascertain correctly more or less 60% without training, and more with training.

They opportunely perceive energetic fields and the feelings of others such as, for example, sadness, annoyance, anger, lies and deceit. A psychic child or young person, like the majority of the kids of the new millennium, is more sensitive to others and responds more keenly to emotions transported by energy. Because of all of this it is advisable:

- To express our emotions honestly so that the child does not feel disturbed—at times they do not know how to discern their own emotions from those of another because of their characteristic *sponge effect*.
- To explain to children the eventual conflictive emotions of a group, since otherwise they can doubt their own stability.
- To care for the immediate emotional environment of the children, to create support and genuine interest, even if many times it isn't easy to understand what is happening to them; to give them unconditional love.
- To never have fear in the face of an extrasensory experience of our son or daughter, or even of our own. To listen

- to them with normality.
- Provide natural fibre clothing to babies, children and young people. To use natural cleaning products and cosmetics. To avoid everything synthetic.
- To assure that they have sufficient physical exercise as well as having regular interactions with the energy of nature. These are the most reliable, healthy, natural and inexpensive *remedies* without side effects.
- To avoid physical violence; that terrorises them. In other words: not to resort to hitting, shouting, physical punishments or emotional blackmail for any reason. Obviously, this recommendation, like almost all of the others, is for all children, women, adults, senior citizens and even animals and plants.
- These children have a special sensitivity to electromagnetic fields, solar explosions and other astronomical manifestations, and they can be altered by them. Don't put televisions or other electromagnetic appliances in their rooms, especially if it is a matter of a baby or small child. It's recommended that they know how to psychically *clean themselves* after all contact with big groups: It could be simply to shower, to take a bath in water with salt or to walk barefoot on the lawn, for example.

- To provide them with an environment of positive thoughts, to give them a healthy atmosphere, without stress or tension, disputes or shouting.
- The presence of pets and live plants also helps.

It is important to listen to the child without suggesting any element of evaluation, neither positive nor negative. To really listen to what they want to express, to accept them naturally as they are and to give them unconditional affection.

Step 10 - I Possess Bio-Intelligent Tools for a Good Complete Development.

Bio-intelligent tools are teaching-therapeutic practices of integral, alternative and complementary development. They are natural, flexible, inclusive and makes a point to involve the student or patient. They can be used in education, in school or in the home as well as in health matters. They function in and of themselves, they require little material and are accessible to everyone. They are universal and applicable in any country in the world.

These techniques consider man as a holistic being that is a union, integration and constant interrelationship of his physical, mental, emotional and spiritual body. The

bio-intelligent tools work simultaneously in various subtle and profound levels. They unblock the energetic nodes, they connect us with our own interior wisdom and they help us to discover ourselves as complete beings, with immense potentials and qualities. They are techniques that interest us, especially for the teaching field of the third millennium, because:

- They stimulate the multiple intelligences.
- They connect and harmonise the two hemispheres of the brain.
- They develop emotional intelligence.
- They unblock the physical and subtle energetic channels.
- They open and activate energetic centres of the human body.
- They harmonise and balance electromagnetic fields.
- They connect to the terrestrial-cosmic forces and other sources of energy and of knowledge.
- They reactivate cellular memory and latent genetic codes.
- They are based on processes of self-teaching and self-healing.

For the educative system, the following bio-intelligent tools can be utilised:

- Music-teaching, songs, conscious listening to music (*'soundosophy'*),

- orchestras, choirs.
- Dance, traditional dances, circle dances, bodily expression. Bio-movement, bio-dance.
- Mandalas.
- Art-teaching.
- Ceramics.
- Symbols, codes and ancestral drawings.
- The bio-story, myths, readings.
- Techniques of harmonisation for children and young people. Relaxation, breathing. Visualisations.
- Tools for acquiring anti-stress negative ions.
- Techniques of *grounding* that provide stability. These are specific techniques for children to use to stabilise and acquire contact with the *Earth*.
- Techniques of relaxation, breathing and harmonisation.
- Exercises with the five exterior senses.
- *Brain Gym* or educative kinaesthesia or the mental gymnastics of Dr. Paul Dennison. These are physical exercises that stimulate the synchronised use of the two hemispheres of the brain, cerebral verticality, and relaxation, amongst other things.
- Cooking.
- Weaving.
- Being in contact with nature, fieldtrips to the countryside.
- Sport and martial arts. Capoeira. Archery.

- Maintaining a garden, having plants, pets.
- Laugh-therapy, hug-therapy...

In the field of health, they are very useful for adjusting ourselves to the elevated energy of the third millennium and for the harmonic balance of the human being. We refer to some below:

- All massage techniques. Massages for children and babies.
- Shiatsu, digitopressure (like acupuncture but with finger pressure), reflexology, holistic reflexology.
- Craniosacral therapy.
- Floral therapy.
- Aromatherapy.
- Herbal medicine.
- Gem therapy.
- Reiki.
- SER: Somatic (physical)-Emotional Release. A therapeutic process that helps to liberate the mind and the body from the residual effects of past traumas associated with negative reactions.
- Rapid Eye Movements.

However, the division between education and health is not completely differentiated in the case of bio-intelligent tools. Those which function for teaching, function also for health and vice versa. It is a matter of

a complete development, where health is teaching and teaching is health.

Bio-intelligent tools are teaching-therapeutic practices of complete, alternative and complementary development; they are natural, flexible, inclusive and makes a point to involve the student or patient.

Step 11 - I Easily Manage Multiculturalism in Daily Life.

It is important that the new education be multicultural. The changes are planetary, there is no doubt, but in each place their application depends on the cultural, social and ecological fabric. We welcome and we recognise the cultural wealth of each of us and of each culture. We accept and respect everyone as we learn constantly from each other.

Multiculturalism is harmoniously living together with everyone as human beings, brothers and sisters. It also is the living together harmoniously with the Great All and all of Its manifestations and relationships, which is to say, the animals,

plants, minerals, water, air, fire, mountains, jungles, lakes, and the cosmos in general in its different dimensions. We recognise everyone as brothers and sisters, without distinction of ethnicity, race or planet (!). Although the change of consciousness is global we understand that diversity is an indispensable and valuable contribution for the growth and enrichment of humanity in its totality.

We seek the educative experiences of original indigenous peoples and their teaching methods. In fact, some educative methods of original indigenous peoples, that are still based on their thousand-year-old wisdom, present concepts and applications that are very interesting and pertinent when entering into the changes of the third millennium, because they introduce *multidimensional learning and connection with the heart*.

Some examples are: direct experiential teaching, ancestral codes and ethics, values, dialogues with grandparents on their Knowledge, multidimensional learning, community tasks, exchanges of services and of views, exercises for developing actions with *heart*, exchanges between communities, visits to archaeological sites, sacred places, the study of the languages and sciences of original indigenous peoples

(mathematics, ecology, sociology, psychology, etc.), myths, oral history, some ceremonies, worldviews, music, sacred sounds and sacred dances...

Education *with heart*, in the traditional education of the original peoples, is based on teaching exercises where it is taught (or reinforced, according to each case) that all action and each thought is made in harmony with the environment and the heart, without violating the rules of harmony. With each action, including the most simple, the child learns or, better said, simply lives in communion with nature and with different kinds of energy.

Task

I investigate how is the education in different countries and cultures such as: indigenous people, North, South and Central America, Oceania, Asia, Africa, Europe...

.....
.....
.....

Step 12 - I Create a New, Competent Education for Them and for Me.

Task

I fill the following sketch with my own ideas, I create my own education, I bring together other parents or teaching staff.

I design my own school.

I construct a conceptual map, with illustrations, colours;

I photocopy and place the diagram of my own Pedagogy in a place where I can see it constantly. I investigate, I interview my children, my students, young people and clairvoyant people, etc. I realise a plan of activities and I put it into practice, committing errors and learning along the way.

There is no other way of learning than by taking action.

Then I fill the mental map with my ideas and I put in arrows and colours. How we enjoy it!

**I Design my Own
Pedagogy**

Step 13 - I Propose *To Be*, and Co-Create a New Society Through a New Education.

I have the capacity to co-create with today's children something innovative for the good of all complying with the new paradigms of the third millennium.

1. I have the capacity to perceive what it is that is pertinent to change. I clearly see the things that must change and be reconstructed.
2. I have the ability and the courage to act immediately. I am capable of using the maximum creativity of my right brain, as well as the clarity of my left brain; having the impulse as well as the necessary structure to establish and carry out my plan of action.
3. I have tenacity (characteristic of practical intelligence) for carrying out my vision, plan, purpose of Life (individual and group), or however I prefer to call it.
4. I am original, innovative, humanitarian, affectionate; I reconcile high technology and ecology, I am inclusive, I know how to listen, I know how to transcend problems, I give myself the purpose of creating a new world of unity, order and beauty. Now!

Outstanding Characteristics of Today's Children

We are conscious that we are crossing the threshold of a new civilisation. This means that children are born with already-modified psycho-emotional profiles and different standards of learning. They require new paradigms, in a new language, with a new ethic, with new teaching methods; as well as the opening of the minds and hearts of the people who accompany them.

“They have many talents that aren't taken advantage of very much,” comments a professor of a private school in La Paz, Bolivia. “They have an extraordinary potential”, says another teacher of a public school in the city of El Alto. “I observe that they learn better when I use other forms of teaching, especially if we use audiovisual methods,” adds another.

In general, we can observe different behavioural tendencies in today's children and young people. Below is a compilation of those of Pedro, an eight-year-old boy, that reflects the most outstanding and common characteristics of these children. His mother comments:

Pedro has a lot of energy, he sleeps very little, and he usually exhausts us. He is more active than us, the adults! He eats in an erratic way and only what he likes. If not, he simply refuses to eat! He is quick in all that he does and thinks, and is easily bored. Very often he resists, he doesn't like any kind of authority, and when he says “No!”, no one and nothing can change his opinion. He is such a challenger and rebel. But, he also has a good sense of humour, a pretty smile, is charismatic, and is loved a lot by everyone, especially by his grandmother, with whom he has a very special relationship. He usually does various things at the same time, for example, watch television, do his homework, listen to music and pay attention to what we are saying. He surprises me with his advanced intellectual and/or spiritual interests. He is honest and candid, but tremendously stubborn! When he was smaller, he was easily frustrated when his little fingers couldn't do the projects that he had planned to do. At times we didn't understand him and he threw tantrums! He has broken all of the ceramic plates; finally, we ended up having metal and plastic crockery...

Oh! And it seems that he had some extrasensory contacts. Especially when he was smaller, he saw angels and one day he told us that he was in a spaceship with two little extraterrestrial friends called Anku and Anka! We were very puzzled by his stories. What an imagination!

He likes nature a lot and doesn't want us to kill any insects, not even spiders, mosquitoes and ants. He has been very independent since he was very little. He used to go to the shop alone when he was three years old, and buy on credit! Afterwards we would pay his account. He had convinced the shopkeeper to sell to him on credit! At three years old he also started to love computing and cutting edge technology. At six years old he used to play the game *Civilization* by himself. He would play for hours, moreover, with an English version [he is a Spanish-speaking child]. One day he continued playing for 14 continuous hours until his little eyes became red. But the bandit said that it was because of the chlorine in the pool...not because of the computer!

He was expelled from school when he was 6 years old because he had started a strike. He claimed to the Director of the school that the professor shouted a lot and that all of his classmates had to have 20 out of 20 because they had made their best effort. As a result, he learned to read and write by himself with a neighbour. He is very creative, makes things in his own way and can't stand us interfering in *his things* (games, clothes, room). He has his specific order and can't

stand it if we change it. (Anonymous, 2004: personal communication, Ecuador).

We are faced with a generation with an advanced, mature, extremely sensitive and empathetic, self-realised and self-taught nature, which is at the same time, spiritual and pragmatic.

The Profile of Pedro is One of Many.

It is important to know that many other characteristics exist in today's children. Some can be slower, absent-minded and introverted, others are not rebels but very tranquil, some are very fragile with delicate health, others more psychic, others more inclined to social, ecological or spiritual matters, others are innate teachers. Some are quite sensitive to a lack of love and become ill if they do not find it.

Though it is certain that we are faced with a great variety of psycho-emotional profiles, this mini-book is written for absolutely all children without exception. By no means is there the idea of classifying or making a hierarchy.

In many we observe that their fine motor skills are not as advanced as their mental speed, which creates a lot of frustration and at times rage, especially when they are little (until at least six or seven years old). Ximena Flores, psychologist (2006: personal communication), confirms the following about her baby, who is five and a half months old: “Leo, my baby, now eats puree. He already grabs his spoon and wants to eat by himself but still can’t, his mind is faster than the maturity of his motor skills and that exasperates him a little but, well, I suppose he should learn to have patience!”

Many have a very well-developed *inter*-personal³ intelligence and they present charisma beyond what is common, at the same time that they present, in general, a remarkable *intra*-personal⁴ intelligence. In every case, psycho-educators affirm that, in general, the cognitive capacity and the standards of psychological and emotional

3. Interpersonal intelligence: Mechanisms of thought that are conscious and committed to social needs. That is to say, they are children who have a lot of empathy, they think about service of the other, they share decisions as a team, they have a capacity for social interaction and for the organisation of human groups.

4. Intra-personal intelligence: Intelligence and standards of learning whose mechanisms are focused towards processes of interiorisation. These children have sensibilities for meditation; they are motivated by all the processes of reflection. They perceive the world through their “inner I”. They are attentive to their intimate experiences.

behaviour of today’s children and young people are so different from the generation before that they are worthy that we create new systems of education, health and psychology for them.

Summary of the Characteristics of the Children of the Third Millennium, Extroverted Type

Each child is different and unique. However the following list can help to remind us what are the outstanding characteristics in these kinds of children:

- They express a high degree of sensitivity.
- They express characteristics of leaders and are charismatic.
- They are integral and consistent between their thoughts, words and actions.
- They have an elevated and very healthy energetic level, having a very accelerated metabolism.
- They bore easily, in general because they are quick and require interesting material.
- They resist authority if it is not democratically oriented.
- They can’t stand lying, deceit or manipulation (though some children have learned to manipulate as a method of defence and to utilise the same tools

- as do adults).
- They prefer other forms of learning.
 - They easily use computers, as well as cutting edge technology, at a very early age.
 - They can have various kinds of extrasensory experiences. From a young age they feel attracted to spiritual and/or esoteric matters. They speak of or ask about God.
 - They are sensitive to the pain of others.
 - They are extremely compassionate with a high degree of empathy. But they are not susceptible to emotional manipulation or to *mushiness*.
 - They adore nature.
 - They oscillate between very high self-esteem and intense slumps (at times, with serious cases of depression).
 - They demonstrate a lot of independence from an early age.
 - They can do two or three activities at the same time.
 - They have an insatiable curiosity, always asking the why of things and, if they find the right path, they love to learn in every moment.
 - They become frustrated by any system of study that requires very little creativity or that doesn't give them the freedom to learn what they need to.
 - If they experience failure or don't achieve what they want to, they resist.

- They can become frustrated easily, especially until around six and seven years old.
- They make comments that are more common to hear from adults.
- They can't stand fights at home or if someone raises their voice.
- They have a lot of imagination and creativity.
- They express what they feel no matter who they are talking to.

Summary of the Characteristics of the Children of the Third Millennium, Introverted Type

- They are calm, peaceful, gentle, introverted.
- They are intuitive. They can be telepathic (to varying degrees) when they are small.
- They possess some psychic abilities from their birth.
- They have a pacifying function.
- They have extraordinary inner strength.
- They lead by example.
- They go quiet and withdraw. Tendency to avoid confrontation.
- They speak with few words but very profoundly, and only if asked. They are capable of telling another what he needs and what is or isn't good for him.
- They radiate peace and tranquillity.
- They are very affectionate with people

- and perceive their needs.
- They naturally harmonise the energy that surrounds them.
 - At times they can be less physically robust and more vulnerable emotionally.
 - At times their characteristics can be confused with autism.
 - They are extremely sensitive to everything in their environment: sound, colours, negative emotions in others, smells, food, chemical products, the sensation of *wearing clothes*, violence, the pain of others, electromagnetic frequencies, solar flares.
 - They look to pass the time by themselves.
 - They simply don't understand the inhumanity of man against man, war, greed, etc. They can easily feel wary because of all of this.
 - They withdraw themselves, disconnect and protect themselves if the environment is too intense or violent.
 - Though they are normally timid and withdrawn, others admire them and feel attracted to them like a magnet.
 - Often they will avoid crowds or places like commercial centres because of being charged with chaotic atmospheres.
 - Before being born, their parents had some type of psychic experience. Sometimes some special event can occur during the pregnancy and/or the birth.

- They are extremely empathetic, to the point of knowing what a stranger is feeling.
- They emanate innocence, lack of malice and purity, due to the absence of egocentricity.
- They can assemble and disassemble electronic appliances - radios, televisions, computers. Some appliances can break down when in contact with them, like light bulbs or the hard disk of a computer. Inversely, some appliances can fix themselves or switch on by themselves, like, for example, clocks and radios.
- They are mystical by nature.
- They are capable of rapidly regenerating bones, skin and other tissues.

Obviously these lists are not exhaustive. There are children that combine characteristics of both lists, and/or present other undocumented characteristics.

The Secret of the 8 BBBB BBBB

For children, young people, parents, grandparents and teachers

The Secret of the 8 BBBBBBBB

N°	The 8 <i>beings</i>	Characteristics	Tools	Level
1	Being grounded	I am in connection with the Earth, balanced, grounded, calm and poised. I cause my roots to grow before I cause the trunk, the branches, the leaves, the flowers and the fruit to grow.	All the bio-intelligent tools of <i>grounding</i> : connection with the earth, African-style dances, percussion, bio-vegetable gardens, foot massages, ceramics, sports, yoga, martial arts, capoeira...	Physical
2	Being Happy	I strengthen my emotional intelligence, my affection, unconditional love and develop my self-esteem. I do activities in a group.	All the tools of development of the emotional intelligence: A lot of love and affection. Peace and emotional security.	Emotional

3	Being complete	I develop all levels of the human being: physical, emotional, mental, psychic, spiritual, social, multicultural, ethical, aesthetical and ecological.	Attained with the bio-intelligent tools and by exercising with all of the multiple intelligences.	Integral
4	Being subtle	I develop intuitive, or energetic, intelligence.	Achieved with the biomorphic tools.	Psychic or intuitive
5	Being practical	I develop my practical intelligence.	Achieved with pupils' projects, experiments, productive education, and any activity with a result that is short or half-way-concrete and useful.	Physical and integral

6	Being pleasurable	I combine games and the pleasure of learning. Including everything that is pleasurable, laughter, good mood, joy.	It is achieved with games and making the traditional class as such disappear. The children themselves recreate their class with some clues offered to them by the educator.	Integral
7	Being co-creative	I use co-creative intelligence, the intelligence that co-constructs the new humanity.	All	Integral
8	Being	It is reconnective education which reconnects to the essence, provides light, information and love to the Earth.	Bio-reconnective tools.	Spiritual
And above all, enjoy it, enjoy it, enjoy it!				

Glossary

Bio-intelligent tools: Alternative and complimentary teaching-therapeutic practices of *integral* development. They are natural, flexible, inclusive and make a point to involve to the student or patient himself.

Biomorphic tools or techniques of resonance: Techniques based on the activation of the right brain, the pineal and pituitary glands, alpha and theta brain waves and the psychic/intuitive and spiritual fields. They remind and initiate direct access to knowledge and the morphic fields by the effect of resonance. They are also well-known as techniques of access and the management of megaknowledges. They are based on the studies of biologist Rupert Sheldrake, and are implemented at the

educative level by the Japanese educator, Dr. Shichida.

Bio-reconnective tools: Tools, as the name indicates, that reconnect the human being to his Essence and his natural connection with other dimensions. His nature is of a spiritual character.

Multilateralism: The ability to attend to an issue or a person, responding simultaneously to different aspects.

Multidimensionality: The faculty of having the power to perceive various dimensions of reality; that is to say, the power to perceive other vibrational levels.

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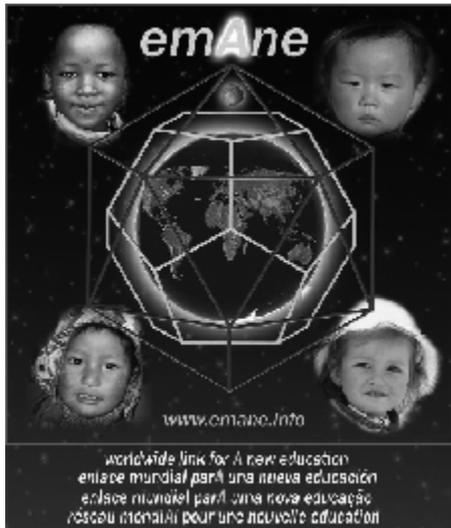
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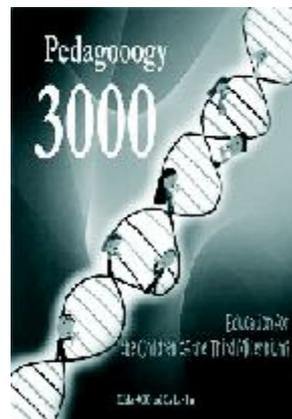
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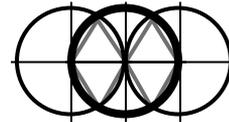
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We are a mutually supportive team that synergistically fosters the integral development of the human *being*, reorienting education in its different levels through the new paradigms of the third millennium. From the scope of education, we aim to help the co-creation of the new humanity which lives with consciousness, freedom, joy and harmony, initiating and applying across the world a holistic education, designed in service to the needs and new characteristics of today's children. Understanding that education is a *reconnective* integral process that generates an increase in consciousness. We aim towards the substantial improvement of the education system in general, with personal and group development, so that the wellbeing of the human being and of the new society emerge.

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