

# Seaside Wisdom for Life School

## Motivating Children's Consciousness

The developmental level of children's consciousness, indeed of all people, can be seen as a continuum of their energy level.

1. All of life, all the material world in fact, consists primarily of energy. Other words for energy in this context might be *consciousness*, *intention* or *vibration*. When we see the *energy* behind our children's actions, it gives us clues as to how to motivate them towards expansion of their consciousness.
2. When children are not thinking of themselves, but are enjoying a process or activity in and for itself, they are **light**. At this level, they are motivated to help others and willing to sacrifice self, if necessary, (this is a time you can say, "Your little sister is unhappy, will you play with her?" and get a positive response) and to seek Truth (learn, grow, expand).
3. When children are motivated by their desire to get something, we call them **ego-active**. They want something for themselves, whether it's praise, another star on a star chart, success or to go play at a friend's house. The ego-active level is energetic, but often restless and un-centered.
4. When children are unmotivated — unwilling, uncooperative and negative—we call their energy **heavy**. They are motivated primarily by the desire to avoid pain. Negative consequences (such as: you can do xyz or go to your room) are appropriate when children are stuck in this energy, and at no other time. An even better way to get them unstuck is to **get them physically moving, doing** anything. Action is the answer!
5. We always want to offer children a motivation at least on the level of energy they are operating on, or an even higher level to encourage them to reach upward. If you offer a lower motivation, for example the threat of punishment when a reward would work, or a reward when they'll do it for the joy of it, you bring them down to a lower level. The **goal is to have them be intrinsically motivated**, not externally motivated.
6. If we force a child to behave at the light level when their energy is heavy, we do them a disservice, as they will probably resent the behavior. For example, forcing a child to share his toy when he is feeling contractive and heavy may make him resent sharing.
7. Of course these levels represent a continuum, not three clear levels. We have to be calm and centered ourselves to feel where a child is and how we can appeal to him/her.
8. Humor is almost as good as action to change the energy. Often you can get children to completely shift from uncooperativeness to cooperation by simply making the activity fun! Music is another great energy changer; it can energize or calm us.

# Consciousness Development and It's Relationship to Motivation

**Light** ..... Motivated to see Truth

As we move down the continuum, Light moves toward Ego-Active in these steps:

- Motivated to help others and willing to sacrifice self if necessary
- Motivated for self-gain but equally motivated to help others
- Motivated to work for self-gain but will help other sometimes

**Ego-active** ..... Motivated for self-gain

Again, as we move down the continuum, Ego-Active moves toward heavy in these steps:

- Usually motivated by rewards and sometimes by pain avoidance
- Sometimes motivated, but motivated by desire to avoid pain
- Occasionally motivated to avoid pain

**Heavy** ..... Unmotivated

This is the bottom of the continuum.