

# **How to Grow a Prophet**

**Nurture and Nourish Your  
Super Aware Child**



**JENNIE WILLIAMS**

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**Super Aware Child**

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## **Introduction**

### **Who would Benefit from this Book?**

This book has been created especially for Parents of Super Aware Children, some of whom may have been diagnosed with ADD, ADHD, SPD, Anxiety, School Phobia, Depression or Chronic Fatigue and more. . .

Do you know that your child has special qualities and gifts, but that with the best intentions in the world you just don't know the best way to help them? Then this book is for you. I invite you to share with me this journey to help our Super Aware Children to reach their potential, be their authentic selves and find their place in the world.

### **My Observations about Super Aware People**

Super Aware People are needed in the world. They bring softness and sweetness to heal harshness and bitterness. They bring connection to heal separation.

Super Aware People are happiest and most effective in the world when they allow themselves to heal, find their authentic selves and embrace their vulnerability.

### **Who Are Our Super Aware Children?**

Super Aware Children often have a lot to say. They may or may not find this easy to verbalise. They may be individualists or team players or both. They may not like being part of a large group as they (1) don't like the feeling that they 'disappear' (2) can be hypersensitive to stimulus because they are experiencing it as interruption. A busy environment and external stimuli can prevent Super Aware Children from hearing their voice and speaking their truth.

Super Aware Children like to inspire others. The combination of their helpful nature and their natural connection with their heart and their passion tends to make them good teachers. They can become downhearted if they don't have the opportunity to inspire others and can find it difficult to accept that others may not be inspired by the things they are themselves passionate about.

Super Aware Children can appear willful because they have a strong sense of inner knowing about what is right, and what is right for them.

Super Aware Children like to 'shine'. They know there is greatness inside them and they are always looking for people and situations to help them realise their greatness.

If we give them time, patience, understanding and the right encouragement, we can help our Super Aware Children embrace their calling to be the prophets, mystics and healers of today.

### **So . . . How Do You Grow a Prophet?**

There is no formula – it is a way of life – and in this book are some suggestions to help your child to find their power to be themselves, to connect with their passion and purpose, and to find their voice. Don't forget that they need time and a lot of nurturing and nourishment. . . get ready for an exciting ride where everyone in the family has to dig deep. . . this is a long and incredible journey!

## **Becoming a Mother**

In 2007 my son was born. From the moment he was placed in my arms and looked into my eyes, I knew he was sensitive; and from the moment he had his first breast-feed, I knew he was spirited! He showed obvious signs of struggling with light and would sleep for four hour bursts after only half an hour of any stimulation. He didn't fuss as long as his basic needs were met. He slept happily in his 'hanging nest'. We felt we had the easiest baby in the world!

When my son was just over two years old, we decided it would be a good idea for him to go to nursery school for a couple of mornings a week. He seemed pleased to be there and happily stayed, never worrying about me leaving. He would stand and watch the activities for a while though, only ever joining in when he felt comfortable.

It felt important to me not to assume on the basis of my observations and my own experience that my son had inherited my super awareness; and important, too, not to assume that he might not change, even though the signs were starting to show.

It was only when my son started school, though, that the signs really started to tell. Where other children would race into the classroom and take off their coats and hang their bags on their pegs, my son would just stand there looking 'phased'. From that first moment he entered the classroom every morning I could see a change in him. He was no longer the chatty, happy boy he was at home. He seemed to become a shadow of himself. When I collected him from school I could see how much 'being a shadow' had affected him. He would appear pale and drained and he would come home and either fall on the floor in the hall or bounce wildly and agitatedly on his bed. He would be too tired to enjoy the evenings and too tired to enjoy the weekends.

After two years of this continuing, my son started to become more and more fatigued. Like every parent, we wanted our son to be well, happy and reach his full potential. We therefore made a decision to take him out of school and the next day our journey to grow a prophet started!

If being in a particular environment or being with a particular person makes us a shadow of who we are, we are not in the right place or with the right company for us. We need to be somewhere else with someone else where we can thrive and shine our true radiant selves out into the world. This book is more than a discussion of highly



sensitive traits or ideas as to how to make life easier for our sensitive children in a busy complex world. It is an invitation to a journey. If our children don't fit what society is offering them, we need to be helping them to find their own path and their own way in life. Let's not try to fix or medicate our Super Aware Children. Let's simply set them free.

## **Raising a Prophet – Survival Tips**

I know that having a super aware child is a gift; but it can be extremely challenging for us parents. This challenge is made all the greater when we live in a noisy, whirlwind, high-pressured society. We need a survival guide!

### **1) Know that the one thing your child wants more than anything is intimacy.**

Celebrate your child's love of intimacy, giving them as many cuddles and as much comfort as they want. Don't tell them soft toys are babyish. They feel the harshness in the world. They need extra comfort to manage this. Don't make an issue about sleep. Super aware children feel separation to a far greater extent than other children. They need time to adjust to the idea of being separated from us at night (if this is your choice). Most of all, they need to feel calm; and any distress over separation will take away from all the positives about connection that we are building with our child in the daytime. Night lights, globes, stars and music all help to give our child this feeling of connection with the world around them that they need to feel happy, calm and safe. I explain this need for connection in more depth in the chapter 'The Significance of People and Place'.

### **2) Make it all about the family.**

Explain to your Super Aware Child that being sensitive means that they have extra needs, but also explain that they need to be deeply respectful of others and their needs. Try creating a pyramid of needs and passions for everyone in the family. The bottom layer is our 'Basic Needs' – food, clothes and shelter – and what we need to do to sustain these. The second layer is what I call 'Our Supporting Passions' which could be dance, music, science, painting, cooking, gardening, walking – anything that just feels good to do. Then at the top, we have our 'Main Passion'. This might be teaching, supporting others, or being a musician or scientist – anything that you/your children are completely passionate about. Our children may know from a very young age what their main passion is if we ask them; or they may not be sure. It is most likely with Super Aware Children that they will actually know this! When everyone has created their pyramid, discuss how you are going to blend them so that you co-operate as a family. For instance, show your children that if they can help you with making beds, hanging washing and choosing clothes or food, you will then have more time to enjoy doing what you're all really passionate about.

### **3) Warm Up Your Voice!**

Super Aware children don't like lots of commands. When we are in a rush or worried about things like the water on the bathroom floor, they pick up our agitation as crossness. They are immediately upset. We need to use a warm tone of voice and maybe make a joke out of it, saying, for instance, "Are you trying to do a recreation of Niagara Falls in the bathroom?" This will dissipate the tension, hopefully make them laugh and inspire them to do what you wanted. Another idea is to create your own sign language for simple commands such as "Tidy up, please," "Put your socks on, please," "Take your bowl to the kitchen, please," "Be quieter, please." You need to assume a warm facial expression and sign "please" each time for this to work. Also work out a sign for "thank you" so that you can respond when they have done what you have asked of them. The signs need to be quick, fun and home-made. Trying to use actual sign language can feel too over-stimulating and not creative or fun enough to a Super Aware Child.

### **4) Set good boundaries.**

Super Aware children feel that they must be true to themselves, sometimes even at the cost of shutting out others. Don't let this happen. Insist that your child says "Good morning Mum/Dad" when they first wake up and then try to retain that tone of warmth and respect with each other. If they start making the day about themselves, remind them that you are a team and a family. Insist that your child is polite and says "Please, Mum" and "Thanks, Dad." Insist that their tone has warmth and genuineness. It stops any grumpiness or attitude in its tracks and will raise the energy of your home.

### **5) Teach your child about their heart.**

Super Aware children (like all children and adults) feel good when they open their heart to themselves and others. They don't manage low-grade continuous grumpiness well! It is better for them to have an outburst, resolve the problem and have some comfort. Allow your child to feel a bit bored sometimes, a bit frustrated and so on, but just enough so that they can learn from it. If they feel these things for more than a short time, they will become distressed. This means a lot of forward planning and finding ways to give your child choices without giving them all the control. Super Aware children like to see choices written down because they like order. It helps them make sense of what feels to them to be a complex, intense and cluttered world. They like

choices better than charts and timetables because they are also often highly intuitive and have a sense of what feels right for them to do. Sometimes, even choices feel too much to a Super Aware Child; and if so, it is better to invite them to an activity. On some days when nothing you have planned inspires them, there is no alternative but to start from the emptiness, the blank space, the blank sheet of paper.

#### **6) Help Your Child to Find Their Voice.**

There is so much noise in today's world that sometimes children are not able to hear themselves – their own feelings, tastes, thoughts and opinions. Some are happy to take on others' thoughts and opinions and have become followers of other people, such as celebrities. However, others are rebelling and saying, "Please be quiet. I want to hear what's in my own head." We need to listen to our children when they say it is too noisy, or that sound is hurting their ears. It likely means that the stimulation feels 'wrong' to them and this will drain their energy. Giving children the quiet and space they need gives them the energy to express their deepest thoughts and feelings. I explain more about expression, and give lots of suggestions and ideas to inspire you to help your child to find their voice in the chapter 'Time to Express'.

#### **7) Help Your Child to Find Their Power.**

By power, I simply mean a person's power to be themselves. Children need 'power' to feel that they have a voice, an opinion, that they are listened to and that they can influence others. Sometimes we might choose to give them the power in a situation to avoid them getting very distressed because of their loss of control. This is okay because if we do this with awareness, then we are actually retaining some of the control by making the choice to relinquish it! In time, we can try to win back a bit more control over that situation if that feels the right thing to do. Super Aware children often have a heightened emotional intelligence. Don't underestimate your child's ability to communicate, reason and negotiate. This makes them feel valued and understood; but it takes time and patience on our part as adults. What we thought could be a quick instruction or explanation may need to become a ten minute negotiation. But it is worth it!

#### **8) Acknowledge their sensitivities.**

Develop an understanding of what sounds, smells, tastes, touch sensations and visual stimuli your Super Aware Child likes and doesn't like. Make special provision for your

child's likes and dislikes. Celebrate their likes with them and help them with their dislikes.

Make a 'sensometer' – a small cardboard disk with numbers up to 5 around the circle and a movable arrow attached with a split pin. Create signs for 'sound', 'sight', 'smell', 'taste' and 'feel'. Use the sign and then put the arrow to the appropriate number to indicate how you are feeling about a particular stimulus. Have one for anyone in the family who is sensitive. Once you've used them for a couple of days you will likely find that everyone starts to use their intuition more to gauge how people are feeling about stimulus, and you won't need the 'sensometer' any more!

Don't make an issue about food and meal times. Super Aware children often take a long time to adjust to texture, flavour and even the colour of food. Let them choose the material and colour of the plate and cutlery they like to eat with. Write a list of all the foods they eat and stick to these for a while before reassessing with your child their likes and dislikes. Talk about colour, texture and flavour and try to design plates of food together that are, firstly, pleasing to the eye. Use a colour wheel and talk about the subtle shades of colour in food and try to get an idea of which colour combinations work for your child. Do the same with texture and taste. It's a long up-and-down process – don't expect immediate results! I give more ideas for how to help children with their sensitivities in the chapter 'Time to Explore' – section 'Deep Feelings'.

### **9) Feed their bodies the right foods.**

Super Aware children have a tendency to be as sensitive to what they put into their bodies as they are to the stimuli around them. The main sensitivities to look out for are wheat, dairy products and sugar. Asthma symptoms may be a clue that your child has a problem with dairy products. Agitation and anger outbursts and other symptoms like itching and bloating may be a sign that your child has a problem with wheat. Feeling revved up and finding it difficult to relax may be a sign that your child is having too much sugar for their system. Try eating sourdough bread and drinking small amounts of kefir. Fermentation of foods seems to change them and make them okay for some sensitive people.

### **10) Enjoy Nature and Water.**

Super Aware children tend to like being in beautiful places where the atmosphere is calm, there is lots of grass, trees, flowers, space and – if possible – water. Even on a

shopping trip or a long car journey, it is good to seek out special places where they can feel good. A green space in the centre of a town for ten minutes can be like an oasis for a sensitive child. On a long car journey, try turning off a busy road and parking under some trees for ten minutes. The bath is also a good place to calm a child after they have been in a highly stimulating environment. This is great after nursery, school, parties, trips to town, car rides and so on. And bath toys don't have to stop at age five when the manufacturers stop making them! Be creative with funnels, tubes and squeeze bottles. It'll calm their agitated energy and they'll love it, especially if they have some company too. I explain this more fully in the chapter 'The Three Jangles'.

### **11) Be there to guide them.**

Super Aware children do have a strong sense of their inner voice (inner compass) but they still need us to guide them. They need help to find a balance that is right for them in the activities that they choose. Sensitive children may like quiet and stillness but they also often crave high stimulation. They may like deep feeling activities but they are also often highly intelligent. We need to help them work out a diet of activities that is right for them, and reassess this with them as they change and grow. This stops the continuous "What shall I do now?" and they go to bed happy most nights, feeling that they have had a good day.

### **12) Be their example.**

Our Highly Sensitive Children are looking to us all the time to be their example.

Here are some questions to ask yourself. I relate each question to an area of the body to help you discern in yourself **how connected you feel with yourself and the world.**

**Head and Neck:** Do I know who I am, and am I also flexible in my thinking?

**Throat:** Do I happily speak my truth and ask for what I need?

**Shoulders:** Do I easily ask for support from others when I need it?

**Heart:** Am I happy to give and receive?

**Arms and Hands:** Do I enjoy intimacy and feel happy to give my gifts to the world?

**Middle Back:** Am I happy to be vulnerable and know when to self-protect?

**Stomach:** Am I satisfied with love and life?

**Upper Abdomen:** Do I know my power to be myself?

**Lower Abdomen:** Do I enjoy my creativity and sexuality?

**Lower Back:** Am I strong in myself yet able to let go to follow my dreams, goals and ambitions?

**Legs (upper):** Am I happy being unique and do I know where I belong?

**Legs (lower):** Am I moving forwards in my life but happy to stand still sometimes?

**Feet:** Do I feel rooted in love and life.

If you can't answer 'yes' to the above questions, your Super Aware Child is going to pick this up and mirror your perception of yourself back to you. If you have a poor perception of yourself, you need healing; and the good news is that just as you are trying to bring healing to your child, your sensitive child is trying to bring healing to you. As you journey on together trying to find your way, you will heal each other. This is the natural order of super awareness in families.

As Super Aware People we never look for healing just for us, but also for our families, our community and the wider world. This is our intrinsic nature.

## **Time to Explore**

### **The Wonder of Journey**

Your Super Aware Child knows he/she is on a journey. They want routine to help them feel safe and secure but need enough flexibility to allow their journey to unfold day by day. They need to feel they can:-

**Be 'in the moment'** and do what is important to them in that moment.

**Change their plans** based on how they feel or others feel and have enough space to puzzle out what would be best for them to do next.

**Follow their energy** and their inspiration.

**Live according to their rhythm** – daily and seasonally. (See the Chapter 'Simple Seasonal Living'.)

### **The Importance of Meaning**

Super Aware Children like to explore the wider world. However, they don't like to call it 'learning'. They like to call it exploring and they like to explore something when it feels meaningful and significant to them. This can be frustrating for us as parents, as we tend to want to offer our children lots of different experiences and pass on lots of information and knowledge. This doesn't work for Super Aware Children. They are only happy experiencing things that feel relevant to them and their journey. In addition, all the activities we offer our sensitive children need to have the 'right kind of stimulation' for our child in that moment and be 'deep feeling'.

Super Aware Children like to find meaning in life. They particularly like to make connections between feelings and sensations, feelings and memories, feelings and ideas, because they tend to see the bigger picture of life. It is important to Super Aware Children to learn but they know they must do it in a way that is meaningful for them. They don't see learning as separate to life: it is life – all part of the journey. They see life as more than learning. First and foremost it is to be experienced to the full, simply lived. Super Aware Children understand that it is best to simply 'be'.

### **The Beauty of Deep Feeling**

#### **Environment**



Super Aware Children might feel overwhelmed by different environments but not because they find the stimulus unpleasant. They might feel overwhelmed by the beauty of a place, the power of the wind, the tenderness of watching a lamb suckling from its mother, the vastness of a forest or a cathedral. . .The world is a very overwhelming place for a Super Aware Child but some of this overwhelm is exciting, enlivening, enriching. Let's make sure our sensitive children don't miss out on these experiences. If they say that a place is lonely, point out to them that remote places can be very beautiful. Think before you offer the noise-cancelling headphones.

### **Ideas to Help Your Child Feel Safe in the Countryside**

Teach your child how to read a **map** and **compass**. Give them a share in responsibility for finding the way on a walk.

Give your child a light pair of **binoculars** and teach them how to use them to watch wildlife.

Give your child a **camera** and tell them they can take pictures of anything that interests them.

Suggest making a **blog** telling the story of your adventures.

### **Weather**

Super Aware Children are acutely aware of atmosphere. The weather can have a big impact on the feeling of a place. The sun might feel too hot, the wind too windy, the rain too wet! Find out what weather your child prefers and try to go out when the weather is favourable to them. If it is windy, it is better to be active and walk than try to do something more stationary. Sometimes with sensitivities it is a case of 'If you can't beat it, join it.' If the wind is being crazy, then you be crazy, too!

### **Time of Day**

Super Aware Children are very sensitive to the light and feel of different times of the day. They may well like being outside at dawn when the light feels magical, the dew is still on the grass and the wildlife is busy and energetic. They may not like dusk so much, as when the light starts to lessen, some sensitive children start to feel that they should be tucked up somewhere cosy. You may even find that your sensitive child chooses certain rooms at different times of the day in different seasons. They may not want to be upstairs in the house after a certain time of day in the winter. This could be

because they feel more grounded downstairs and/or because the cosier rooms are downstairs.

When we go out to a park or the beach with our Super Aware Child, it can be a good idea to go out early when they feel that fresh energy of morning, and places haven't become too busy.

### **Cycles (For Girls)**

Super Aware girls are very aware of their changing moods and tastes around the time of their period. Teach your sensitive child about their menstrual cycle, about how our energy connects with the ebb and flow of the moon. Explain to them that their cycle is their creative rhythm. Keep it simple; talk about feeling inward and outward. Tell them about the importance of honouring our deeper feelings and responding to them in a way that feels right to us. Teach your boys as well of course! My son has his own understanding of menstruation and menopause. It's natural to him – he has grown up hearing all about it!

### **Music, Art, Words and Movement**

Super Aware Children often have an incredibly deep heart-felt response to music, art, words and movement. They feel the energy of mood, tone, speed, shape, colour, texture, rhythm and pattern deeply. Every experience of art, music, words and movement is unique to their eyes, ears and bodies, as how they receive it is dependent on their mood and/or energy levels. They may feel like being highly stimulated or they may feel like chilling out. If their experience doesn't match their mood, they will feel distressed. For instance, if you are in the doctor's waiting room and your child is feeling lively and the radio is playing slow music, your child may become uncomfortable because the music is in conflict with how they are feeling. Apparently if there are qualities that we like in sound or what we see, then we are able to be selective and tune out some of the qualities we don't like. Therefore we shouldn't ever presume that our Super Aware Child will or won't like a particular piece of art or a piece of music or any sound. Make art, music, words and movement playful – an exploration – and just enjoy the journey!

### **Music – Jennie's Tips**

A keyboard makes a good introduction to all sorts of sounds (tones and rhythms) with the advantage that your child can control the speed and volume. It is a good way of

starting to introduce your child to different instruments without having the full power of the actual instrument in the room. Our discovery is that regular piano isn't good to sensitive ears. We prefer things like marimba. Also we have discovered that our real preference seems to be some reed instruments. Our journey with this continues. Check out all the tones and rhythms on a keyboard and record on a sheet which ones your child likes and doesn't like. Use this for reference when creating music in the future.

Even if your Super Aware Child is highly sensitive to sound, please don't discount music. Their acute response to sound may indicate a musical gift. They may also be affected by the acoustics/echo of different rooms and spaces, so try to find a right space to play with music. We find that our son, who is highly sound sensitive, often prefers many sounds to one sound. When we are talking, his tendency is to fiddle with something that makes a sound to 'interfere' with the sound of our talking. This makes sound more tolerable to him. With music, he prefers it if we play more than one instrument at a time unless he is the player of that one instrument. He also prefers to play music outside or in a building that has what he calls the right kind of echo.

### **Art – Jennie's Tips**

Super Aware Children will favour particular materials. I love paint, but my son prefers fabric. Again, this is a journey of discovery. Sensitive children need to feel inspired to create a piece of art. It needs to be related to their journey. Their sensitivity to colour, pattern, texture and rhythm extends to the sensitive child's wardrobe! They will likely be very particular about the design, colour and feel of their clothes. It also extends to their bedroom and how the rest of the house feels to them. Involve them in choosing their clothes and also paint colours and things for the house. This helps them feel valued, comfortable and safe in themselves and their home.

### **Words – Jennie's Tips**

Super Aware Children are deeply affected by the words they hear and also the words they choose to use. If a child in the playground says "I hate you", it will inflict a deep wound, as the sensitive child will feel the strength and the negativity of those words. If the Super Aware Child says to another child "I hate you", they will feel the strength and negativity within themselves. We don't want to desensitise our children completely from 'feeling' words. At the same time, words are all around us, and we need to learn

a certain resilience to allow some words to 'bounce off' us if possible. Teach your child that words are powerful but that they are just words and we don't have to let them in. If they don't apply to us or resonate with us, we can let them go; and if we can't let them go by ourselves, then we can tell someone who cares, and let them go together. Super Aware Children don't like being called anything like 'naughty' or 'lazy'. Who does? If we want to indicate that our child's behaviour isn't acceptable to us, it is best to own our feelings and say, "When you hit me, you really upset me." Our child will still be upset because they will know they hurt us; but we all have to learn to own the consequences of our actions. The important thing is that we didn't give them a negative label such as 'naughty'. Having said that, we can use words such as 'naughty' when we are playing and having fun. This will help your child to simply get used to words that have negative connotations and not develop a fear of or over-reaction to them.

### **Movement – Jennie's Tips**

Super Aware Children are affected by movement perhaps more than we realise. When my husband taps his foot to the music at the end of a television programme my son goes crazy! He says the movement is interfering. It is surprising just how much movement is around us when we stop to think about it. When I look out of my window I can see flies whizzing, butterflies whirring and the gentle swaying of branches in the wind. I am happy to see these things. The whizzing and whirring seem to be cancelled out by the swaying – or perhaps complemented by it. My son has a fascination for pigeons. He says he loves their gentle rocking and flapping movements. I see why my son loves them. We thought about keeping chickens but on observation, we realised that we weren't comfortable with the way they moved. To our eyes, they move in a jerky way which doesn't match our own rhythm. It seems to disturb. So we are probably going to have a dove aviary instead! Stay aware of how your child might be affected by movement. It can calm or stimulate, but sometimes can disturb.

### **The Significance of Knowing**

Super Aware Children have a strong sense of what is right for them in any moment and we need to honour this quality in them whilst at the same time helping them to live as part of a family or team and learn a degree of tolerance for others' tastes and opinions. We need to understand that for a sensitive child it is not about 'getting their

way'. They are actually feeling a need to respond to a deep sense of 'knowing' inside themselves.

A Super Aware Child may resist perfection not because they 'give up' or are defeated but because it would detract from their soulfulness. For instance, a child may work with their photographs on the computer and in the re-sizing decide that they like the 'distorted' look rather than the 'perfect' ratio look. They have the ability to correct the proportions, but they choose the image that looks 'right' to them. They may not feel the need to write everything correctly or create drafts and improve things. Again, we need to create a balance by inviting our sensitive child to the possibilities of making improvements but not insisting on this way forward.

### **The Joy of Play**

Super Aware Children need to play a lot and often. They feel their happiest when they are in touch with their inner child. Even as young as 7 or 8, children can start to lose touch with this part of themselves. The sensitive child knows that this is an important part of who they are. They want to play for the sake of play. They will often resist our efforts to try to mix play with learning.

As they get older, Super Aware Children realise that intensity is fun and energising. They crave it. They also realise how good they feel when they give. They pour their heart and soul into giving and creativity. We need to remind them to do low-key things including play where they can chill out and not feel the need to give.

Playing with technology can feed into a Super Aware Child's desire for perfection. It is easy for them to delete mistakes and reform things. They then may reject the idea of creating things with their hands or building Lego models. Technology is a good outlet for our intense creatives, but I suggest we also encourage them to play with things where they can 'see' and 'feel' their mistakes.

## Time to Express

A Super Aware Child constantly seeks connection and engagement and they connect and engage through their six senses (number 6 being intuition) and expressing their heart through words, music, art, movement and touch.

Super Aware Children are creative and have a need to express themselves. They would rather paint their feelings than a vase of flowers. They like things that have a story to them. We could buy pebbles from the sensory shop, but they wouldn't have a story. We need to find them on the beach. They feel things deeply; and this includes feeling the harsher things in the world more strongly than others. Therefore, they like soft things and soft voices and they will look for cosiness in a blanket or a cuddle. When outside they may prefer the protection of a shelter, tent or gazebo to being out in the open. A sensitive child lives for stimulation which they experience as connection and engagement. Here are some thoughts and ideas for you to try with your child.

### Words

**Create** feeling stories based on a personal experience – focusing on what you experience through your senses.

**Speak** about something that is important to you deep down. Make videos of yourselves speaking.

**Make up** a special sign language just for your family to communicate everyday things like 'tidy-up time', 'can I have a snack, please?', 'please don't talk right now'. **(Super Aware Children don't like constant commands and chatter. They like to save their energy for talking about things that feel important to them.)**

### Sounds in the Environment

**Respond** in movement or art to recorded sounds from your environment.

**Make up** sound stories using things found in the house such as marbles, shells.

### Music

**Find, Collect** and **Keep** music that you both like. (Categorise if necessary to indicate individual tastes.)

**Listen to** and **Respond to** different music – paint, tell a story, dance, lie still, join in on an instrument or use body percussion (such as clapping).

**Create** feeling music, **Record** and **Move** to the music – the taste of an apple, the feeling of a waterfall, the smell of roses, the softness of love.

**Listen** to music while working on a project together.

## **Silence**

Close your eyes and **listen** to the silence.

Enjoy **listening** to the stillness while working on a project together.

## **Art**

**Find**, **Collect** and **Keep** pictures and photos that you both like. (Categorise if necessary to indicate individual tastes.)

**Find** photos which express your child feeling their happiest doing different things and help them **create** a poster about them.

**Create** feeling paintings. Paint the taste of a strawberry, the feeling of hail, the smell of bacon, the softness of a hug.

**Find** and **Collect** things from nature – leaves, shells and so on – and use these as inspiration for painting.

**Find** and **Collect** bits and pieces from an interesting shop, choosing some inexpensive things that you are drawn to – use these as inspiration for a project.

**Talk** about the feeling of colour and the feeling of shape.

**Look** at a painting you have created and see if you see anything with your ‘inner eyes’. Is there a message in the painting for you?

## **Movement**

**Create** and **Record** dances to your favourite music/sounds.

**Tell** a personal story using movement.

**Tell** the story of shape, colour, texture, pattern and rhythm through movement.

**Create** a feeling dance to music – dance the taste of a grape, the feeling of a hug, the smell of a strawberry, the softness of a cat.

**Talk** about the meaning of a dance you have created.

## **Touch**

**Find** and **Collect** things that ‘feel’ good (materials, pebbles, feathers, glass beads etc.).

**Explore** different ways of being touched and held.

**Make** shapes with each other using your bodies.

**Combine** materials with music; dance with scarves.

**Create** feeling stories using objects with different textures.

**Play** with healing touch.

## **Deeper Connection**

**Find** and **Collect** stories and poems that feel significant to your journey.

**Talk** about God, love, peace, joy, faith, hope, trust and forgiveness.

**Express** these deeper relational qualities through paint, movement, words and music.

## **Keep Creating and Expressing**

Even if your child isn't keen, do it anyway! Play the keyboard, paint the picture, make up the rap, dance the dance! Your child will find it very hard not to join in. They may not join in to start with or on the first occasion; but creativity is contagious! Keep having a go with the ideas I have just described. Don't give up – you will yield your reward. Also your child will start to lead you – you'll be amazed at the journey you go on together. The most important thing is to keep it all about YOUR STORY!

## **A note about words to choose when inviting your child to an activity**

**Use words that suggest creativity:-**

*Create, Make, Make up*

**Use words that suggest keeping things:-**



*Record, Collect, Keep*

**Use words that suggest interaction:-**

*Tell, Speak, Talk, Chat, Listen, Look, Watch, Respond, Play, Dance, Move, Lay, Help, Travel, Visit*

It is best to invite a Super Aware Child to an activity rather than tell them – for example, “Would you like to create a sound story today?” rather than “Today, we’re going to create a sound story.” A soulful child needs to have choice; but a warm invitation is generally well-received.

## **Time for Personal Passions**

Super Aware Children have a strong sense of who they are and what they need. If something 'lights up their passion' they will pursue it to the ends of the earth! I suggest we try our best to facilitate our child's passion, moderate it if necessary so it fits with our own ethos, decide on the duration that feels right, and teach our child about the importance of balance when it comes to activities.

A Super Aware Child doesn't really have 'failure' in their vocabulary. The concept makes no sense to them. They know that they have intrinsic value and this is always greater than their achievements. However, because their expression comes from such a deep and heart-felt place, they feel vulnerable and tend to constantly wonder whether their expression is seen as good enough in other people's eyes. This can make them very perfectionistic, and they like and need a lot of affirmation that both them and their creations are good enough. In fact, 'good enough' isn't really okay! Super Aware Children need to feel that they make a very special contribution to the world and only then are they really happy.

If your child's passion is technology-based, then ask them why they want to use technology. Do they like the fact that the computer responds to them and they can make things happen? Do they enjoy the level of stimulation? Do they want to communicate with the world? Encourage them in the direction of being creative and gaining long-term satisfaction rather than simply playing games for quick gratification. Then ask them what they want to experience from their creativity. Super Aware Children can make good choices about image, sound and movement. Why not encourage them to make games for other sensitive children?

### **Being the Teacher/Leader**

Our Super Aware Children often like to be the teacher and the leader. The other day when I asked my son what his main passion was in life, he didn't say 'pigeons' or 'computer animation', although these are high on the list! He said that his main passion was teaching. He loves nothing more than teaching me how to use programmes on the computer. He doesn't want to do the task himself – he wants to teach me and he even allows me to be the driver. I'm not that keen on computer technology so my 'gut' reaction is to say "No, please don't try to teach me computer technology!" However, I understand my son's need to teach and so I try to be a reasonably well-behaved

teachable student. It is good to take turns with being the leader with your child. Super Aware Children often have a lot they feel they need to express and if they don't have this opportunity, they will feel less complete, and this will affect their happiness and energy levels.

## **Time to Relate**

### **Family**

From the moment your Super Aware Child wakes in the morning, they are looking to connect with you. Their favourite toy might not cut it, and if they can't connect with you, they might well choose a virtual connection and watch television. Try doing a morning story in bed – this works wonders. Or try going in the garden to smell the morning air. Set up a pop-up hide where you and your child/children can engage with nature for a short time before breakfast!

Your child may go off at different times in the day to do some of their own thing but it won't be long before they are back at your side, wanting to do something with you. Try setting time aside for your child to engage in self-play and let them know exactly when they can have your undivided attention.

Super Aware Children are also more acutely aware of their feelings and the feelings of others. When it comes to behaviour, we can't give our Super Aware Child a skillset and expect them to learn how to use it. For example, if someone or something upsets them, reasoning with them about the situation – talking about fairness or sharing – may not be enough. We need to try to understand their deeper feelings and find a solution that is relational, creative and feels good to them. This usually involves talking about teamwork and the importance of understanding the feelings of all involved.

### **Friends**

Super Aware Children like approval and to feel valued but they won't compromise on being true to themselves to acquire this. They would rather experience rejection or disapproval than step out of their authentic selves. This means that Super Aware Children can feel misunderstood and as if they are on a lonely road. They need to find like-minded people who are open-minded enough to accept their individuality. Meaningful encounters mean more to them than having lots of buddies. And if these grow into deep friendships, all the better. Super Aware Children like to have best friends, not just friends and acquaintances.

### **Community**

Super Aware Children need to feel part of their wider family and community and like to feel that this connection is meaningful. They enjoy engaging through play with family

members, having a few close friends and knowing that there are other people they can connect with – neighbours, shop assistants and so on. They also like to feel that they are making a meaningful contribution to family and society. They enjoy being part of big projects and some things to try are joining with your child to put on an art exhibition, going busking, writing a book of stories and publishing them together as an e-book, or writing a blog.

## **Belonging**

Super Aware Children feel a sense of responsibility for those around them so they like being included in family decisions where possible. They quickly learn what everyone in the family likes to eat, their favourite colour to wear and favourite programmes on television. They see it as part of their job to help other members of the family have what they need. So although doing the weekly Waitrose food order will teach your child to type and do Maths, to the sensitive child it is all about involvement and having a sense of belonging.

Some activities your Super Aware Child could join in with are:-

**Chatting** with family and friends.

**Playing** games with family and friends (inside/outside).

**Travelling** and **Visiting** interesting places with family and friends.

**Helping** with daily home activities – ordering food, choosing recipes, cooking, gardening, and washing clothes and dishes.

**Helping** with occasional home activities – tidying, sorting, recording and categorising, sharing on social media, giving away, selling and making room for the new.

**Creating** photo albums and videos.

## **Time to Rest and Recharge**

A Super Aware Child needs more rest than other children because they are more open to themselves and their environment and need to constantly process their thoughts, feelings, and bodily sensations to feel okay. However, except when they are asleep, they will look for rest that is stimulating! Here are some suggestions:

**Watching** relaxing television

**Listening** to nature sounds

**Lying** under or on a soft blanket

**Watching** coloured lights

**Playing** in the bath or with water

**Playing** with sand

**Playing** with pebbles / marbles / buttons / beads (sometimes combine these with water)

**Being** in nature

**This is not a time to create or express – simply to experience and ‘be’.**

## **Time to Process Feelings**

Super Aware Children know who they like to spend time with and are not so sure about others. They tend to 'pick up' other people's feelings. This can cause a change in their behaviour or they may seem fatigued or distanced until they have spoken about what is bothering them.

Sensitive children are also more affected by atmospheres than other children. They know where they like to be but are not sure about other places. They might love somewhere on a sunny summer's day but hate the same place on a dull grey day in winter.

Super Aware Children need help to learn how to understand and manage difficult feelings and be given a chance to express them. They do this best through play. They also need encouragement to revisit situations that may for them have become tainted with a feeling of negativity. It's not just what we call 'negative association'. They are remembering a time when their soulful sensitive self felt jarred. This charged, jarred feeling remains with them until they can process it and let it go.

## **Simple Seasonal Living**

For years I have found that I am so sensitive to the seasons that I struggle to find where my energy wants to go. Having a Super Aware Child has added to my struggle but has motivated me to try and find something that really works!

So...in:-

### **Early Spring (lots of new life is happening)**

We like to do less focused things, like improvising dance and music, abstract painting, healing touch and gardening. We also find it is a good time to choose and categorise things such as music for different situations and food for different tastes, moods and seasons.

### **Late Spring (nature is preparing to burst into life)**

We feel drawn towards simple things like homely activities and simple play (some of them outside) as our energy feels a bit overpowering when nature is ready to burst into life. We thrive on having less screen time and enjoy tidying and clearing the house ready for some new inspiration and innovation.

### **Early Summer (everything is coming into bloom)**

Our energy becomes explosive. We need to be outward, making up raps, having a loud outspoken voice, making videos of ourselves. We are happy with more company at this time of the year and look for opportunities to enjoy artistic/musical activities with other people. We struggle with a lot of mental focus so need to choose activities we can relax into.

### **Mid Summer (nature settles down a bit)**

We feel settled, focused but also lighthearted. We like to be hands on with nature, music, art and story. Rather than simply playing music or creating art it is as if we want to get to the heart of the experience. We seem fascinated by colour, rhythm, tone, texture and shape. Feeling the open energy of summer causes us to feel vulnerable so we choose to spend time in the safety of our gazebo or tent in the garden or we look for other safe places to be.

### **Late Summer (nature is starting to slow down)**



We like to go adventuring to find special places to be. This time is about intimacy for us and we don't like being with lots of people. We like exploring creative ideas in a light-hearted way.

### **Early Autumn (nature feels charged and is pulling back)**

Our energy feels more less focused and inward. We like to look back on our memories and tell our summer stories, create a scrap book, thoughtfully arrange a family photo album. We also enjoy looking ahead to what we might need to keep us happy and entertained during the winter months. We thrive on having less screen time. We easily feel tired at this time of year but when we dig deep into our creativity and express from our hearts we feel energised.

### **Mid Autumn (nature still feels charged and the light is magical)**

Lots of words can feel too much at this time of year. We want to tell our story more through art than words. We are drawn to games with pattern and rhythm. Colour becomes more alive than ever and we enjoy autumn walks. We look for movement where we can let go sensation – zip wires, skipping, trampolining.

### **Late Autumn (nature is letting go)**

We feel a need to 'hold our energy' rather than express it outwards. We like sorting and organizing things in our home. We enjoy expressing ourselves through speaking, music and movement but in a contained way unlike the outward feeling of summer. We find that it is a good time of year to write a blog or make a book of our artwork.

### **Early Winter and the run-up to Christmas (nature is shutting down)**

For us this time of year is all about enjoying the fruits of our hard work over the year and winding down. We enjoy chilly walks in the mornings and cosy afternoons snuggled up by the fire making things and playing games. Our energy feels more focused and we like trying some crafts like glass painting and sewing. It feels a particularly good time to make things that we can keep and use in our home especially in the run-up to Christmas.

### **Late Winter from New Year to Spring (nature is dormant)**

Our energy is always very focused. The opposite to summer energy where we feel nature is so full on that we can only let go, the energy of deep winter feels deeply focused and controlled. We find we enjoy more intense mental stimulation at this time

of year. We might feel like learning something new like a musical instrument. This is also a good time to craft our family videos into collections of special memories. All this focus uses a lot of energy, so we need to drink in deeply and rest sometimes. I think this is the only time of the year when I feel deeply in touch with my analytical left brain! And the feeling doesn't last long before the letting go feeling of spring arrives again!

This is just our rhythm, but I hope reading this can help you find ways to take up the challenge of learning to follow your energy through the seasons.

## **The Significance of People and Place**

Super Aware Children are happy in some environments with some people and not so happy in other places with other people. We can help our sensitive children feel better in the outside world if we teach them about the microclimate of intimacy.

### **What is the Microclimate of Intimacy?**

The microclimate of intimacy is simply a place where the Super Aware Child can feel safe, and where their nervous system is not being overly affected by outward stimuli. This will always be about people and place. For instance, when we are in a park, it may be busy, but we can spread out our blanket in a quiet space with our little family and feel good there. From here we know that we can go and mix with others, but we also know that we can return to our microclimate of intimacy when we like. Super Aware Children often favour being at home, but with a bit of forward planning, we can sometimes create a microclimate of intimacy outside of the home where they can feel safe, happy and calm.

### **Super Aware Children Generally Like...**

**Relaxed or Intense atmospheres with maximum interaction with adults/children they are close to:-**

One-to-one friendships.

Small family group.

Connecting with anyone they feel an affinity with one-to-one or in a public space.

Sharing in a common goal with one or two people; for example, decorating a room, tidying a garage, or planning a trip out.

**Intense atmospheres with a group of adults/children where energy is focused:-**

A quiet engaged classroom.

An exam.

A quiet engaged craft or hobby.

A small music group.

(However, the Super Aware Child picks up other people's energy around them, so the more people in the group, the more dynamics felt by the sensitive child. Although they may find the activity enjoyable, afterwards they will likely be tired.)

**Relaxed atmospheres with minimal interaction with adults/children they don't know or feel an affinity with, where they can create a microclimate of intimacy:-**

Quiet parks.

Quiet towns.

Quiet shops.

Quiet places of interest.

Quiet places to eat.

Quiet small events.

Countryside.

**Super Aware Children Generally Don't Like...**

**Intense atmospheres where they feel the need to interact with adults/children they don't know, or feel an affinity with and where it is too intensely interactive to create a microclimate of intimacy:-**

Markets.

Workshops.

Busy school.

Parties.

**Intense atmospheres where people don't usually interact, and it is too busy to create a microclimate of intimacy:-**

Theme parks.

Carnivals.

Fairs.

Circuses.

Concerts.

Public transport.

### **What Helps Super Aware Children to Create a Microclimate of Intimacy?**

Quiet.

Space.

Nature.

Being with other people who enjoy intimacy.

Feeling accepted for being sensitive.

### **What Prevents Super Aware Children from Being Able to Create a Microclimate of Intimacy?**

Too much buzz.

Not enough space.

Too much space.

Being around adults/children who don't enjoy intimacy.

Being around adults/children who judge their sensitivities.

### **Things that Can Help Decrease Feelings of Anxiety**

Being in and around water.

Music that your sensitive child finds relaxing or stimulating.

Movement that your sensitive child finds relaxing or stimulating.

Art that your sensitive child finds relaxing or stimulating.

Words/Stories that your sensitive child finds relaxing or stimulating.

Being with another person/small group you feel close to.

Super Aware Children don't like half measures. They are **all or nothing children!** They either need to calm the energy or move it. They either like to be busy or still. They either like to be expressing their deeper selves or to be silent. They don't like lots of small talk with relatives or friends. They can't hide behind a persona. They have to be their authentic selves.

## **The Three Jangles**

### **Super Children Need to Feel More Control than Others but Can't Control Their Sensitivities**

As Super Aware Children feel all stimuli more intensely than other children, they feel the need to have more control over their environment. They can sometimes manage stimuli if it is expected and predictable but not so easily when it is unexpected and unpredictable. This can make them appear as if they always need to be in control, but this is not true. They are merely more easily 'jangled' than others. They have hypersensitive nervous systems and need to take precautions to minimise their exposure to stimuli in order to be able to feel well, relaxed and happy. Super Aware Children can appear not to be sensitive when they are excited or passionate about something. They can even experience less sensitivity to stimulus when they have strong positive feelings or they are engaged with more right-brained activities than left-brained ones. They are not in control of this. It simply demonstrates the intrinsic and unfathomable connection between mind, body, emotions and soul.

### **Three Ways to Help You and/or Your Super Aware Child Feel Better When They're Feeling Distressed, Anxious or Just Jangled**

It is important to remember that when your Super Aware Child has felt 'jangled', they need to receive to feel better – to 'drink in some goodness from the world'. The following activities are ones where they can just 'receive'. They don't need to 'give' and they don't need to 'achieve'. We need to explain the importance of receiving to our children because our tendency is often to be doing things to 'give' and for a 'big' reason. Our children pick this up.

There are lots of ways our sensitive children can 'receive' to help them feel better when they have felt 'jangled' and here are some of them.

#### **Sensory Overload**

When your Super Aware Child has been in a busy environment like shopping or to the hairdresser's, they will have been open to all sorts of stimulus – sound, visual, bodily sensations, smells and feelings of their own and those of other people. Sensitive children will usually feel 'phased' after this sort of outing.

### **How Can I Help?**

Give your child a bath and do lots of pouring of water.

Change your child's clothes (that may feel charged with the outing) and dress them in something they find comforting.

Spend time with animals together.

Play with sand, pebbles or stones together.

Go in the garden together.

Go for a walk together.

Walk/play in the rain together.

These things will all calm you and/or your child. They feel refreshing and revitalising.

### **Under-stimulation**

When your Super Aware Child has been in an environment where they don't feel that they have had the right kind of stimulation, they can end up feeling under-stimulated, which makes them feel out of sorts. This may be when they have been with people who don't inspire them, or they have been doing something that doesn't feel creative or deep feeling enough for them.

### **How Can I Help?**

Play with water together – make bubbles, play water flutes, splash, pour and spray water.

Play with marbles together – making sounds by running your hand over the marbles, rolling marbles together, pouring marbles onto a tea towel (to prevent too much noise!).

Play with shells together – put them in water and encourage your child to move them with their hands. Look at the colours.

Play with sand and pebbles together – pouring and shaking using tubes and containers.

Play with water beads together – let them run through your child's hands in the water.

Play with images together. Encourage your child to look up favourite pictures on google images.

Watch a TV programme that inspires creativity together – cooking, art, gardening, sewing, pottery etc.

Play with fabric together. Make up simple playful stories using inspiration from different coloured pieces of felt.

Listen to inspiring but relaxing music together.

Do energetic outdoor play together e.g. football, tennis, skipping, jumping.

These ways to 'be' will all help you and/or your child to feel more energised and will lift your mood.

### **Feelings/Information Overload**

When your Super Aware Child has taken on a lot of information – for instance, through looking up things on the internet or writing blog posts – they can feel a bit 'phased' and as if their brains are on 'full'. When they have been with people who are struggling with life and exuding negativity, they can feel a bit 'phased' and as if their hearts are on 'full'.

### **How Can I Help?**

Engage with anything that is rhythmic and stimulates the senses:-

Chop vegetables together.

Sort buttons together.

Arrange beads together.

Encourage your child to help you with simple things in the home.

Pair socks together.

Plant seeds / Weed a flower bed together.

Listen to gentle, rhythmic music together.

Enjoy rhythmic outdoor play (not too energetic!) together e.g. catch, badminton, swingball.

These ways to 'be' will help you and/or your child to find your state of equilibrium. The clutter of information or the feeling of overload will have a chance to settle and re-organise itself. You will feel refreshed and your thinking will become clear again.



## **Two People – Two Different Needs?**

If you and your child are feeling different things – one is over-stimulated and one is under-stimulated – then you could meet in the middle by doing rhythmic things. My son asked for marbles in water the other day and I found the sound and the movement unbearable, so I managed to persuade him to make patterns with beads around the table instead. I felt so much better and he was happy too.

## **When We've Had a Very Jangly Day!**

When we wake up tired from 'the jangles' of the day before, sometimes we need to de-jangle ourselves all day long. We limit screen time more than we usually do and move between the 'three dejanglers' all day. That way, we regain our sense of balance without feeling that we have had to have a day of rest or do nothing, which can be boring and lead to low mood and lack of motivation and energy.

It is all about finding the 'right kind' of stimulation. Happy de-jangling!

## **Super Aware Children and Gifts**

### **Super Aware Children Often Have Special Gifts.**

**Sound Sensitivity** – Your child may hear more than others with their ‘inner ears’ or they may have a voice that needs to be heard.

**Light Sensitivity** – Your child may see more clearly than others with their ‘inner eyes’.

**Touch Sensitivity** – Your child may feel inspired to bring softness into the world.

**Smell/Taste Sensitivity** – Your child may smell and taste sweetness more deeply than others and feel the need to help others towards experiencing more sweetness in their life.

**Emotional Sensitivity** (feelings of themselves and others) – Your child may feel more deeply than others and feel the need to help others experience more depth in their life. They may have the gift of the prophet, the mystic, the healer, the musician, the artist, the writer, the dancer, the teacher or any other gift that blends relationship with creativity and self-expression.

## **Conclusion**

So growing a prophet is as simple as helping your Super Aware Child to Explore, Express, Relate, Rest and Recharge, Process and Heal, Live Seasonally and Know their Gifts! Except it isn't simple to go against the trend, resist the need to feel 'normal' and plough your own furrow. It is exciting, rewarding and fulfilling, though!

Don't forget that with Super Aware Children, slow and steady wins the race. Please don't try to pack lots of the ideas in this book into your child's life. It just won't work. Remember – there is no formula! The reality for our family is that every day needs to be about family and fun. Sometimes we manage to include extended family, friends and the wider community. Every now and then we do a bit of music, art, speaking and movement, but only when it fits with our journey. Life is relationship waiting to be unfolded – with ourselves, the world and God. Happy journeying!