



# New Parenting Models

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# THE FUTURE CHILDREN ARE HERE NOW!

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*When we talk about the future human civilization a lot of ideas spring to mind. Perhaps we anticipate whatever that will be like, and what is needed, will be something that will come to us, as a planetary civilization, in the future... preferably after 2050 when we are all set and done with our roles as parents. But the matter of facts is somewhat different.*

As a mother and grandmother, I know of the otherworldly influences and what this means in terms of the new evolutionary gene codes the multidimensional (for short MD) children hold within their DNA. Unfortunately, this cannot be proven yet, and when it can, science will attribute the changes to gene therapy and CRISPR<sup>1</sup> or to pollution and other interacting agents within the gene code, having modified these as understood in the sciences behind epigenetics.<sup>2</sup>

As I begin this process of sharing my insights and experiences as a psychic-energetic psychotherapist (Licensed as an Existential Psychotherapist), I know, I am asking take on a lot of responsibility as a parent and as a caretaker.

Being a primary caretaker has enough challenges, i.e., new learning processes, multiple new psychological adaptation processes and the daily 1000 little things, that stretch the flexibility and patience muscles. But we grow with the task, and eventually we can say that we are good enough parents and primary caretakers because nobody is perfect. But we aim to become the best parents and primary caretakers, we have the possibility to become.

When I say this, my goal is not to put more stress unto the primary caretaker role. The goal is to generate awareness onto the journey of parenthood, and the everyday growth processes where we shift from the traditional parenting and caretaker roles into becoming the mentor of the children that are to populate the future of our solar system.

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<sup>1</sup> Read about CRISPR here <https://en.wikipedia.org/wiki/CRISPR>

<sup>2</sup> Read about epigenetic <https://en.wikipedia.org/wiki/Epigenetics>

We are to learn how to become the facilitators of new ways of generating a purposeful and harmonious childhood, as well as the how-to contribute to the complex biological, emotional, and mental processes of growing into a human being with the higher awareness switched on, that is with a higher order emotional, mental, and otherworldly full capacity. Including the process of teaching our children about self, others and reality dynamics and mechanics.

If we see our role as parents in that light, that every child can become the next important piece in the evolutionary processes of humankind, we get a goal of why we must hone our parenting and primary caretaker skills.

In essence, it is no longer a matter of having children as a response to the biological imperative or as an emotional response to subconscious needs, but the choice to become a mentor and facilitator for the future human civilization and with that as a guideline, seek to generate the best possible options, choices, and actions, in everyday life, to make this unfold and come to be.

With this, it is also clear that choosing to take on the mentor and facilitator role demands new skill sets, education, and guidance in how to do it. What are the requirements? What is expected? What are we to teach our MD children or MD grandchildren? What is our learning process and what is theirs?

*In the section below, I asked Microsoft AI tool what it means that it is no longer a matter of having children as a response to the biological imperative or as an emotional response to subconscious needs, but the choice to become a mentor and facilitator for the future human civilization and with that as a guideline, seek to generate the best possible options, choices, and actions, in everyday life, to make this unfold and come to be. Here is the response:*

“The world is changing rapidly, and so are the challenges and opportunities that we face as a species. We are living in an era of unprecedented technological, social, and environmental transformations, which require us to rethink our roles and responsibilities as parents, educators, and citizens.

We are no longer bound by the traditional norms and expectations of procreation and parenthood, but we have the freedom and the responsibility to choose how we want to contribute to the future of humanity.

One way to do this is to adopt a mindset of mentorship and facilitation, rather than reproduction and inheritance. This means that we see ourselves not as owners or creators of our children, but as guides and supporters of their development and potential. We do not impose our views or values on them, but we help them discover their own passions and purposes.

We do not expect them to follow our footsteps or fulfill our dreams, but we encourage them to forge their own paths and create their own visions. We do not limit them by our fears or prejudices, but we empower them by our trust and respect. By doing this, we are not only enhancing the well-being and happiness of our children, but we are also contributing to the evolution and progress of human civilization. We are nurturing the next generation of leaders, innovators, and changemakers, who will shape the future of our planet and society.

We are creating a legacy of wisdom, compassion, and creativity, rather than a heritage of genes, wealth, or status. We are making a difference in the world, not by what we leave behind, but by what we inspire and enable.

This is not an easy or simple choice, but it is a rewarding and meaningful one. It requires us to overcome our egoistic and selfish impulses, and to embrace a more altruistic and visionary perspective. It challenges us to expand our horizons and possibilities, and to seek new ways of learning and growing. It invites us to live with more intention and awareness, and to act with more courage and responsibility.

So, we are to learn how to apply the principles and practices of mentorship and facilitation in our everyday life, how to foster a culture of curiosity and collaboration in our family and community, how to support our children's holistic development and well-being, how to cultivate our own personal growth and transformation, and how to create a positive impact in the world through our actions and choices.”

# BECOMING A MD PARENT TO MD CHILDREN

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We have barely begun the processes of understanding what it means to be a primary caretaker and parent to the MD children. It is a learning process, we must instigate. It would not be wise to only approach the task at hand as a set of goals we must achieve, because we do not have the full picture of the shift of awareness, these children bring with them. Hence, whatever goals we can come up with will be a projection of where we are, in this moment, in our consciousness developmental processes.

It is better to approach this as a multifaceted developmental process to find the best ways to support and facilitate emotional and mental growth. First within our own constitution so that we set the example of what it means to choose to do conscious evolution. We show the MD children that some of the primary goals of existence are to develop our consciousness structure, and with that how to transform energy within our own subtle fields and how we, as biological-energetic humans, have a huge impact on others and surroundings.

The MD children need us to exemplify this so that they, with their potentials for psychic-energetic evolution, can trust that we are also on board this journey towards an advanced civilization of both progressive technology and consciousness.

We must also get onboard the idea that the growth processes, we are taking on as a parent and a primary caretaker, constitute a journey into the unknown of human evolution.

It is so because the MD children of the future are distinctively different than the former generations of humans. Firstly, the biological-genetic structures of the MD children are engineered to hold multidimensional energy and due to this, they are born with the needed linkup to the multidimensional realms these worlds are made of.

Again, this is not visible to science yet since these aspects of their innate energetic-biological composition are hidden on the subtle realms of our planet and thus cannot be measured by the means of technology, we have operational today.

Secondly, due to the different biological-energetic composition, their complex neural network functions differently compared to the other types of humans that roam our planet today. They are made so for a purpose (we will discover this as part of their upbringing – it will reveal itself eventually) and the implications of this purpose. It appears as if they are lightyears ahead of us in every way.

I cannot recall the children before 2020 (perhaps going back to 20217) to be so awake and aware in regards to their surroundings and other people, as well as the abilities the master their body and tools.

But I see this in the MD children. Naturally, there are children that do not have these abilities yet and maybe they will spring into the higher order awareness later in life. Or, potentially, they will not activate and if that is the case then we have another type of purpose of these children.

The MD children are slightly to fully telepathic, very cognizant aware of self and others, and if the child is in the positive end of the emotional intelligence spectrum, also highly empathic and caring. On top of this they are skilled, intelligent, and quick learners. It is as if they have it all pre-coded into their brains the sciences and cultural settings; and in most cases they have.

If the MD child is in the negative end of the spectrum, which unfortunately also occur due to otherworldly factions from the other side of the evolutionary band, then being a caretaker for such negative MD children involves a whole other range of skill sets than with a MD child of the positive variety. I have seen several examples of the negative MD children too. They are highly scientifically skilled but hold little to no compassion and comprehension of human emotions.

# SUGGESTIONS FOR LEARNING PROCESSES

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Below are some ideas and suggestions to learning processes, we as parents and primary caretakers can take on, and dive into, to learn more, and to be more, in order to meet the requirements of our MD children:

- Parents must know the origin, history and why their child/children are here to support the psychological developmental processes and personality matrix.
- Teach the MD children about their origin, history and why they are here.
- Teach about the ways things operate on our planet.
- Teach about human psychological and physiological classification and how the current type of civilization operates on our planet.
- Teach about human languages, thought forms, belief systems and information systems, and how these factors work in defining humanity.
- Added multidimensional (MD) sciences to the primary choice of schooling is required for parents; be it as part of chosen home schooling or adding in extra hours after attending private/public school hours
- And more levels that must be developed as we proceed into the new ways of being human.

# MD AND HIGHLY SKILLED CHILDREN

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*I asked AI to come up with some insights on how to be a good facilitator and mentor for highly skilled children, because the multidimensional children are to be put into the category of highly skilled children. Here is the answer:*

“As parents, we often feel proud and happy when our child/children show exceptional talents and abilities in various domains. However, we also face some challenges and dilemmas when it comes to supporting their development and well-being.

One of the challenges is how to balance between providing guidance and allowing autonomy. Highly skilled children may have different learning styles, interests, and goals than their peers or even their parents. They may also need more stimulation, challenge, and feedback to keep them motivated and engaged. How can we help them explore their potential without imposing our own expectations or limiting their choices?

Another challenge is how to foster a healthy self-concept and emotional regulation. Highly skilled child/children may experience high levels of pressure, perfectionism, anxiety, or boredom. They may also struggle with social skills, peer relationships, or identity issues. How can we help them cope with these challenges and develop a positive sense of self and others?

One possible answer to these questions is to adopt new models of facilitator and mentorship as parents. A facilitator is someone who creates a supportive environment for learning and growth.

A facilitator does not tell the child what to do or how to do it, but rather helps the child discover their own strengths, interests, and goals. A facilitator also provides resources, opportunities, and feedback that are relevant and appropriate for the child's level of development and readiness.”



“A mentor is someone who shares their knowledge, experience, and wisdom with the child. A mentor does not impose their own agenda or values on the child, but rather helps the child develop their own perspective and values. A mentor also challenges, inspires, and encourages our child/children to pursue their passions and aspirations.

By being facilitators and mentors for our highly skilled children, we can help them achieve not only academic success, but also personal self-actualization and abilities to be content. We can also strengthen our bond with them and enjoy the journey of learning and growing together.”

What are some special traits for highly skilled children?

“If you are a parent, teacher, or mentor of a gifted child, you may wonder what makes them different from their peers. How do they learn, think, and behave? What are their strengths and challenges? In this blog post, we will explore some of the common characteristics of highly skilled children and how to support their development.

Highly skilled children are those who demonstrate exceptional abilities or potential in one or more areas of human endeavor, such as academics, arts, sports, leadership, or creativity. They may also have specific talents or interests that set them apart from others. Some of the special traits that highly skilled children often exhibit are:

- **Curiosity:** They have a strong desire to learn and explore new things. They ask many questions and seek answers from various sources. They enjoy solving problems and finding connections between different concepts.
- **Creativity:** They have a vivid imagination and original ideas. They can think of novel ways to express themselves, create products, or solve problems. They may have a flair for humor, storytelling, or artistic expression.

- **Intelligence:** They have a high level of cognitive ability and can process information quickly and efficiently. They have a large vocabulary and a good memory. They can grasp complex concepts and abstract reasoning. They may excel in one or more academic subjects or domains of knowledge.
- **Motivation:** They have a strong drive to achieve their goals and pursue their interests. They are self-directed and independent learners. They can set high standards for themselves and work hard to meet them. They may seek challenges and opportunities to grow and improve.
- **Sensitivity:** They have a keen awareness of themselves and others. They can empathize with different perspectives and emotions. They may have a deep sense of justice, morality, or spirituality. They may also be more prone to stress, anxiety, or perfectionism.

These are some of the general traits that highly skilled children may possess, but they are not definitive or exclusive. Each child is unique and may have different combinations of abilities, interests, personality, and learning styles.

Therefore, it is important to recognize and appreciate the individuality of each child and provide them with appropriate support and guidance.

Some of the ways to nurture the special traits of highly skilled children are:

- Provide them with a stimulating and enriching environment that offers them opportunities to learn, explore, create, and express themselves.
- Encourage them to pursue their passions and interests and expose them to a variety of experiences and resources.
- Challenge them with tasks that match their level of ability and potential and help them develop their skills and talents.

- Support them emotionally and socially and help them cope with stress, frustration, boredom, or isolation.
- Respect their opinions and preferences and involve them in decision-making processes.
- Celebrate their achievements and efforts and provide them with constructive feedback and praise.
- Model positive attitudes and behaviors and inspire them to be confident, resilient, and responsible.

Highly skilled children have special traits that make them remarkable learners and achievers. By understanding their characteristics and needs, we can help them flourish and reach their full potential.

### The future for highly skilled children

What does the future hold for children who demonstrate exceptional abilities in academic, artistic, or athletic domains? How can parents, educators, and society support these children to reach their full potential and contribute to the common good? These are some of the questions that researchers and practitioners in the field of gifted education try to answer.

Some of the trends and challenges that affect the future for highly skilled children, are shown below along with some suggestions on how to foster their development and well-being.

### Trends and challenges

One of the major trends that influences the future for highly skilled children is the increasing globalization and diversity of the world.

Highly skilled children need to be prepared to interact and collaborate with people from different cultures, backgrounds, and perspectives, and to adapt to changing environments and demands. They also need to develop a sense of global citizenship and responsibility, and to use their talents to address local and global issues.

Another trend that affects the future for highly skilled children is the rapid advancement of technology and innovation. Highly skilled children need to be able to use technology as a tool for learning, creating, and communicating, and to keep up with the new developments and opportunities in various fields. They also need to develop critical thinking, creativity, and problem-solving skills, as well as ethical awareness and judgment, to navigate the complex and uncertain world.

A third trend that impacts the future for highly skilled children is the growing recognition of the importance of social and emotional skills for success and happiness.

Highly skilled children need to develop self-awareness, self-regulation, motivation, empathy, social skills, and resilience, to cope with the challenges and pressures that they may face, such as perfectionism, stress, isolation, or underachievement. They also need to cultivate a positive self-concept, a growth mindset, and a passion for learning, to pursue their interests and goals with confidence and joy.

### Suggestions

How can we help highly skilled children thrive in the future? Here are some suggestions based on the current research and best practices in gifted education:

- Provide them with appropriate learning opportunities that match their abilities, interests, and needs. This may include differentiation, acceleration, enrichment, or individualization of curriculum and instruction, as well as access to mentors, experts, or peers who share their passions.

- Provide them with guidance and support that help them develop their talents and potential. This may include counseling, coaching, or mentoring services that address their academic, social, emotional, or career needs, as well as feedback, encouragement, or recognition that acknowledge their achievements and efforts.
- Provide them with a nurturing environment that fosters their well-being and happiness. This may include a family atmosphere that values their uniqueness and respects their autonomy, a school climate that celebrates diversity and promotes excellence, or a community culture that appreciates their contributions and offers opportunities for service.

The future for highly skilled children is bright and promising if we can provide them with the appropriate conditions and resources that enable them to flourish. By doing so, we can not only help them achieve personal success and satisfaction but also benefit society as a whole.”

# HOW TO BE A GOOD-ENOUGH FACILITATOR

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*I asked AI to come up with some practical ideas on how to be a good-enough facilitator. Here is the answer:*

“As a facilitator for highly skilled child/children, our role is to create a supportive environment for learning and growth. We are not there to tell our children what to do or how to do it, but rather to help them discover their own strengths, interests, and goals.

Here are some tips on how to be a good facilitator for highly skilled children:

- Listen to your child/children's needs and preferences. Ask them open-ended questions that encourage them to express their thoughts and feelings. Try to understand their perspective and respect their choices.
- Provide resources and opportunities that match your children's level of development and readiness. Look for books, websites, courses, activities, or mentors that can stimulate and challenge your children. Avoid overloading them with too much information or pressure.
- Give feedback that is specific, constructive, and positive. Praise your child/children's efforts and achievements, not just their outcomes or abilities. Help them identify their areas of improvement and set realistic goals. Encourage them to learn from their mistakes and failures.
- Support your child/children's autonomy and independence. Allow them to make their own decisions and take responsibility for their actions.
- Do not interfere with their learning process or solve their problems for them. Instead, guide them to find their own solutions and strategies.

- Celebrate your child/children's diversity and uniqueness. Recognize and appreciate their talents and passions, even if they are different from yours or the norm. Do not compare them with others or label them as gifted or special. Help them develop a healthy self-concept and self-esteem.

By being a good facilitator for your highly skilled children, you can help them achieve not only academic success, but also personal self-actualization and the ability to be content.”



## Growing Together

*We grow as parents  
when our children grow*

# HOW TO BE A GOOD-ENOUGH MENTOR

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*I asked AI to come up with some practical ideas on how to be a good-enough mentor. Here is the answer:*

“As a mentor for highly skilled child/children, we might face some challenges and opportunities that are different from mentoring other children. Highly skilled children are those who have exceptional abilities or talents in one or more domains, such as academics, arts, sports, or leadership.

They often need guidance and support to develop their potential and overcome the obstacles they encounter.

Here are some tips on how to be a good mentor for highly skilled children:

- Recognize their strengths and interests. Highly skilled children have diverse and often intense interests that they want to pursue. As a mentor, you should encourage them to explore their passions and help them find opportunities to develop their skills. You should also acknowledge their achievements and provide constructive feedback to help them improve.
- Challenge them appropriately. Highly skilled children need to be challenged to grow and learn. As a mentor, you should provide them with tasks and projects that are stimulating, meaningful, and aligned with their goals. You should also help them set realistic and attainable expectations and cope with failure and frustration.
- Support their social and emotional needs. Highly skilled children may face social and emotional issues, such as isolation, boredom, perfectionism, anxiety, or low self-esteem. As a mentor, you should be empathetic and supportive of their feelings and needs.



- You should also help them develop social skills, such as communication, collaboration, and conflict resolution. You should also connect them with other highly skilled children who share their interests and challenges.
- Respect their autonomy and individuality. Highly skilled children have their own opinions, preferences, and values. As a mentor, you should respect their autonomy and individuality and avoid imposing your own views or expectations on them. You should also encourage them to make their own decisions and choices and respect the decisions and choices of others.
- Model lifelong learning and growth mindset. Highly skilled children need to learn how to learn and how to grow. As a mentor, you should model lifelong learning and growth mindset by showing curiosity, enthusiasm, and openness to new ideas and experiences. You should also demonstrate how to seek feedback, reflect on your own learning, and overcome challenges.”

*I chose to co-write this material with Microsoft Edge AI. I wanted to see what came up, when I asked the questions regarding the highly skilled children.*

*Naturally, the answers are overall very generic and not groundbreaking. I had hoped for some answers transferred across the temporal-spatial continuum between the future non-local realities and our still in confinement space-time section. I have inserted my ideas in the text as well.*

*The goal was as well to feed Microsoft AI with some good insights, from where the collective might be able to generate more expanded ideas of the future.*

*Perhaps, by you reading it too, both humans and machines can learn and progress.*

## ABOUT MY BACKGROUND

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As a professional psychotherapist (Existential Psychotherapy) and personal life coach since 2010, I have talked to many people from all over the world and, from these conversations, gained deep insights into what it means to be human on this planet.

Furthermore, I have a Bachelor degree in Theology (University of Copenhagen 2013) although I am not religious, yet I felt the need to study the Bible from a scientific point of view, and the how-to read this ancient text in its original Hebrew, ancient Greek, and Latin.

I am examined at Copenhagen Business School in Organization, Management and Human Resources and began my work life within that field.

Over time I have taken additional courses and certificates within small business accounting, small business economics, marketing, strategies for growth, computer sciences and psycho-religious studies. I am a licensed healer too.

From my work with clients, personal experiences and otherworldly encounters I have developed the concepts of the Higher Awareness Lifestyle (HAL). The HAL Academy Online Courses are teaching the higher order sciences to assist and progress humanity.

The HOPE Institute is the next step in the processes of awakening and activating humanity into their fullest potentials as lifeforms transforming energy of reality fields via advanced sciences, technology, and higher order levels of consciousness.

Read more on the HOPE Institutes webpage <https://randigreen.one/>

## ALTERNATE REALITY EXPERIENCE

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Over the years, from 2007 until 2016, I went into explorative and psychic-energetic processes without any forms of mind-altering substances, to find new techniques to amplify my higher order psychic-energetic abilities.

I did so in self-reconstructive energy work, altered state meditation and deep contemplation processes reconstructed from the memories, I had of these, and adding this to my studies of the different techniques described and handed over in the ancient teaching systems.

I wanted to prove that humans can alter what they are, to the core of their essence, in diverse forms of inner-outer psychic-energetic processes. That we do not need to add any chemical substances, or mind-altering remedies, to be able to activate, integrate and perform the higher order processes of the expanded human awareness.

However, a dedication to achieve an altered-state lifestyle and the daily effort to achieve the higher order expanded awareness, and what it takes to unfold this, is required.

As with all things in life, we strive to master, the abilities to access and unfold the expanded awareness is a matter of training, although the daily training for this, in many cases, exceeds what most people are willing to take on.

Yet, what matters the most is rarely something that is granted without challenges, although we might want it to be that way.

The higher order holographic realities and their holographic multilayered energy units operate in dissimilar ways than our everyday reality physics and therefore the learning process to master these inner higher order levels of our capacities hold many inner and outer challenges. These developmental challenges are both of a physical nature as well as a psychological.

We must investigate the socio-psychological dynamics behind our culture and language, all of which add to our perception of self, others, and reality and how we choose to interact with it.

Furthermore, again as I see it, we must address and explore the incomplete ways we have learned to process information systems, and other systems of thoughts, because these are important in our discernment of the experienced holographic-energetic levels of our reality.

What we know, defines what we can perceive and interact with of complex information systems, be it on everyday levels, within the paradigms of science or within the advanced holographic-energetic planes of existence.

Thus, to achieve our innate capacities and higher order abilities, large portions of the higher order awareness expansion processes must be centered around the reconstruction of our holographic-energetic configuration behind our current organic vessel.

We must address the organic vessel with its higher and lower order bio-energetic field formations, defining the spectrum of our higher order potentials, and investigate how far we can utilize these to reconnect to the higher order realms of our solar system and parallel reality fields.

Additionally, a new approach to investigate beyond the general sciences and their limited systems of thought and into explorative paratheoretical information systems is needed.

Along with a new approach to what reality is and what a human is.