Transcript

The Resilient Kid Podcast

Season 8 – Episode 7

Unlocking Potential: Human Design and Gene Keys for Education and Parenting

[00:00:00]

Ashley - The Resilient Kid: Have you ever wondered about human design? Did you even know that we could look at human design? And that might help our kids and our education. Well, our guest this morning on the Resilient Kid Podcast is Sue Jones-Miranda, and I cannot wait for her to tell us all about it this morning.

Good morning. How are you?

Sue : I am good. Thank you. Thank you very much for having me here. Yes, I'm Sue Jones Miranda, and I am the CEO and founder of what I call The Playbook Revolution. And as Ashley said, the foundation of [00:01:00] this are two modalities that I use, which are human design and gene keys. And these are a synthesis, an amalgamation of like Astrology, Kabbalah, and I Ching,

But really what I use them is to support us in seeing who we truly are. So it's really around that. Energetic education so we can live in alignment with us and our natural energy.

Ashley - The Resilient Kid: So I am so intrigued about this. Sue and I met at the Big Festoon in Danny Wallace's big event that she hosts, and I've seen Sue speak, I've seen her playbooks, which are just amazing. Sue, please tell us, kind of, for those who don't know, tell us a little bit about what human design is and also the gene keys.

Like I'm really keen on, you know, and interested because that's not something I would know as much about.

Sue : Absolutely. And there was something at the Big Festoon and I realized that not a lot of [00:02:00] people have heard of Gene Keys, but a lot of people are aware of human design. So the way I see these two systems is human design, helps

you understand how you operate. All of us, if we kind of close our eyes and imagine within, we have a unique flow of energy within, and then there's, if we think about the chakra systems, elements of us that want to communicate, that's what that flow state is. A flow of energy. So when you understand and start to integrate your human design in how you are living, you start to operate in alignment with you and your natural energy. And we definitely bring that into education as we go through this conversation. 'cause that's the bit that I believe is really important. Gene keys is more this deep contemplation as to who you are. So we all know, we've all kind of been [00:03:00] raised and we've got this conditioning and programming from our environment when we grew up from societal conditioning. So it helps us kind of remove the layers of that so we can then feel deeply who it is that we came here to be. Cause I believe like that's the gift that we wanna kind of bring to the world.

And when we are living in alignment with both of those, it just create this different trajectory for us and our life path.

Ashley - The Resilient Kid: Do you know what that is so interesting. So I'm really interested, and I've done quite a lot of study over the years into various different things that you are kind of alluding to and I'm, so now I'm even more intrigued than I was before. But one of the things I wanted to ask you about, because you said something there about.

You know, helping us kind of be the person that we're supposed to be, do the job that we were, you know, put here [00:04:00] to do. And I've always had a very strong sense that I'll always work with kids. Now I have pulled away from that at times. I've gone into very corporate stuff. You know, something completely different and it's.

Always pulled me back, always pulled me back to working with kids. And it's where I find, like you say, my flow. It's where my joy comes. So is that something that, you know, for me, I feel like I'm lucky enough to know that's what I do. You know, my, my youngest is, is 15, he wants to be an actor. That's his thing.

And he loves it. And he's known that from quite an early age. So he's, you know, I feel like we are lucky to know that. But if you kind of don't know what you're here for, what your, you know, what your purpose is. And we talk about purpose a lot in resilience. Cause it's really important that we understand that and that we have something because otherwise why get out of bed?

So is there, are you saying to me that there is a [00:05:00] way that people can uncover or maybe discover a little bit more around what's their purpose?

Sue : Yes. That's my short answer. Yes. For me, when I talk about in the context of purpose, it's not necessarily like something you do. As in right, you are here to be a lawyer, you are here to be a doctor. It's more about a frequency and a type of role where you will thrive. So for example, with you, Ashley, when I looked at your chart , it's similar to mine, which I, I found very interesting because we both have this passion. I'm the same as you. It really, it's always about the next generation. , Like I can't, no matter how much I try, I can't get away from this deep desire and need and want to support the next generation. And just to live differently. Yeah. Different to how we were raised and yeah, it's the same for you.

It's very much around like [00:06:00] group dynamics, community, family. So when you are looking at you and your work, and as you say, you know, you always felt this pull into working with kids. That is very in alignment with your chart, which is why when you step away from it, it does feel this disconnect 'cause you are actually disconnecting from what your natural trajectory is.

And when I speak about it like that, I'm always thinking in terms of like energetics. Like where your soul's energy, if you will, wants to move you in that direction because that is what is correct for you. And that's why I adore these tools and I do, I would love. I don't know how for them to integrate into our education system because if we can educate our children from an early age, actually more than that, it's not.

It's supporting them. With us knowing this about them, that's when we're [00:07:00] gonna stop trying to put them into boxes. We're gonna stop trying to create this like whole load of sheep that just fall out of a classroom and have no idea who they are. So yeah, that's my long answer. The short answer though is yes, absolutely.

Ashley - The Resilient Kid: Yeah, we are not suggesting that if you're a lawyer give it all up and, and, you know, become a farmer and grow food. We're not suggesting that at all. But I do think there is, and it's funny 'cause I have a friend at the moment and she's, you know, she's got her own business. She's very successful. But there is, she's got to a time in her life where she's actually decided that a third of her time is gonna be spent at a particular charity that she's involved with.

And that's what, you know, brings her the joy. And I think that's what we're talking about. It's not necessarily what your job is, but it's what allows you to flow into that joy, to feel it, to feel what you know, your purpose in that, in that respect, not necessarily a role. So I'm really intrigued and because the minute I [00:08:00] met you,

I didn't realize that you had this connection to younger people and as in, you know, want to do that because obviously I met you in quite a businessy sense and, and in the business world. And then I seen you on Instagram and you were getting a very cold bath and talking about young people and I was just like, oh, this is amazing.

And I thought, right, okay, I am gonna reach out now. My thinking is around the education system. I mean, everybody knows, who knows me, knows I, you know, made my living really off saying it, education system is broken, but not, how can we fit it into the system? Because I think that's a, you know, a bigger conversation,

than today, but how could we empower these young people? What would it give them? Say for instance, Sue, you've just said about my chart. If I'd have had that chart as a younger person, [00:09:00] teen, maybe younger, I don't know if I knew that kind of stuff, and my parents also knew that. How would that have helped do you think?

Sue : Yeah, absolutely. And you hit the nail on the head there where, what I don't want with all of this, it's not us telling the kids who they are. Cause that's gonna create more programming is actually us as parents and educators understanding the differences within our energetic dynamics. So at the moment, you know, I, I have an 8-year-old, she's in the school system.

Yeah. It's her choice. I ask her all the time. She loves to go to school. She's eight. She, like I was when I was young, she likes to go play with her friends and hang out. But it, it was really interesting because when she started school, I would just witness all of her and her friends and how different they were in terms of their needs.

Okay. And then I made friends with [00:10:00] some of the parents and then I was like, oh, can I like create their charts? And it was almost like I could see, so within I, I'll slight mechanics with this, but there's five different energetic types and this is what our natural aura is in the world and also how we generate how we resource our energy.

So again, we are all different. You are a generator like myself. And then we also have what are called manifesting generators. So these types, we generate our energy from within by choosing to do what we love. Okay? So again, if we've got a whole load of kids being forced to do things that they don't love that will be degenerative for their energy, which is why we have a lot of kids come out of school and they're just, you know, boom, exhausted, or they're a little bit crazy and they need to go and like expend that energy that they've not been enabled to do the day. So it's [00:11:00] understanding we've got this, and then there's another type, which is called a projector, and they said what is called a non-energy type, but they do generate energy, but it's actually from their environment and other people. So it's also understanding that we have these projectors and they, they mechanically, energetically in their design won't generate as much energy as the generators and manifesting generators unless they're in the right environment. Okay, so I'll give you an example with that. My daughter has a, a really good friend at school, and immediately when I saw him, I was like, he's a projector. Because you could just see when he came out of school, he needed that like decompression time because he's absorbing all of this energy. From everyone in his environment. And because of the mechanics in his system, he doesn't have a [00:12:00] consistent way to process that energy. So for example, with projectors, so this is where as parents if we understand this, it's really important to give them like 20 minutes where they can just go and be by themselves.

Just go, oh. So, and I, I, I hear you, what you're saying, you know, in terms of really implementing this in the education system, the hows and whatnot. But if we could understand this and we go, right, well, we know this person is a projector, this student, this child is a projector, and actually throughout the day, they might need a little bit of time out.

They might need some quiet space where they can be alone. And that would actually support them for the rest of the day. It's understanding that and implementing those structures in the education system, so we are not like pushing our children for seven hours of every day to kind of be in an environment that's not supportive of their energy.

Ashley - The Resilient Kid: Do you know what that is so useful, and it's really funny because. [00:13:00] Unbeknown, like obviously not knowing all of this one of the workbooks that me and the coaches use one-to-one with kids with is around their battery. And how getting the kids to recognize how that is filled or depleted and actually what you are saying fits.

It's like, you know, obviously I've done that from a psychotherapist's point of view, because I think it's really important that from a young age, they take responsibility for it in, as much as they can because the system isn't, and I think, you know, even what you are saying then I'm like, actually,

It would be perfect if we could do that for every individual kid, but actually just allowing over the day the various different ways that, each of these energies, you know, get that energy or, or decompress or, or whatever they need. If we could provide that over the day, you know.

That would be amazing. You know, [00:14:00] that's because I can't tell you at the moment how many kids, I'm seeing that I'm having to go into school and say, listen, we need a break. They need a movement break. They need a brain break just to, you know, give them a quiet corner. Just for all the listeners here, Sue and I, because the transcript is trying to do this for us, we are muting ourselves.

So if you're watching on YouTube, which I highly recommend, we are both reacting to each other, but you just can't hear us. So yeah, 'cause we're getting both, getting really excited. Brilliant. So what other things do you think, Sue, that if say we did know our, our chart, if we did know the, kind of the gene keys or the, the human design chart for our kids.

What else would it help us as parents, as educators to, you know, to answer some of those questions or, or to maybe, you know, provide opportunities? What else would it help us with, do you think?

Sue : [00:15:00] Sure. So I'll share my example with my daughter. So again, a lot of this is around helping us understand why our children are different, so we don't try and change them and mould them into being, you know. They're different. And so you can really, like with human design, you can really get into like the nitty gritties, even down to the point of something that's called digestion.

So how we digest our food naturally and digest information. So for me, I am what is called it's all to do with frequency. So it's called low sound, and it's really important when I'm eating food and when I'm absorbing information that I have no other frequencies around me. So not to listen to music, no TV in the background, which I used to do. And even to the point when I eat food, maybe even like turning the internet off because [00:16:00] that's what supports my natural energy in its process. Okay. And then I learned from my daughter. And so she is different. And

it was really interesting because when she was young and started to eat solid foods, she's always naturally enjoyed like cold foods. So if you give her anything like hot, she like even toast. You give it to her hot, she'll wait until it's cold. And when I looked at her digestion, she is naturally what is called like, like a cold taste. So again. She already knew that about herself because she was already kind of saying to me, that's how I like my food naturally.

'Cause I do believe our children, you know, they notice. It's us as parents and educators that's kind of think well, that's wrong. You can't eat it that way. And so it, it's learning that. And when I kind of learned that about her, I went, oh yeah, it's almost like that. Like, [00:17:00] oh, but of course. That's what she is because that's how she naturally wants to eat.

And then it's given that freedom Yeah. For them to be them. So they grow up not thinking their natural way is wrong. And actually it's, you know, we are celebrating that and we are supporting them in that. 'Cause I'm sure you had very similar, you know, everyone that's of a certain age. How I grew up was very much that conditioning, again, the societal norm.

You eat three meals a day and you eat. You know, you kind of eat what you are given, whether you wanted that or not. Whether that felt correct for you or not. It was very much like, this is how we live and you don't deviate from it. And so we all have this inner knowing where it was like, well, that doesn't feel correct. But we're being told, we've got all that external authority telling us that we end up believing and then we live life [00:18:00] as what in human design terminology is called the not self, which is when we have all that resistance and all health issues and you know, all these other things because we are not living in alignment with our true self.

Ashley - The Resilient Kid: That is so fascinating to think that you know something like, I've seen your playbooks and they're beautiful. You know, the really the, there is such a detail and complex designs in them. So you know that it's gonna give you loads of information, but never understood how, like, how detailed it goes to, like to, you know, to digestion.

But how interesting that it's not, when we talk about digestion, we are usually always talking about food. And actually, like you say, it's also information. So how interesting would it be if we then applied that to kids in school when we are giving

them the [00:19:00] input as teachers are calling it now, which I don't kind of disagree with in the terminology.

But isn't it interesting how it's gone from, you know, a classroom that was a two-way thing to now I'm standing out the front and giving you input. So but yeah, that's just, that's just something that's a bug bear of mine at the minute, but. Imagine, like if we know, and I, I don't know if this is the case, but you know, if for instance their, their frequency is that, that actually music is good for them, like an instrumental music helps them absorb the information.

What if they had headphones in that you know. Or low, like we've got two classrooms split off. Now those who need to go and work in the quiet, those who need, do you know what I mean? I know that the education system is on its knees and that we probably haven't got spare classrooms, but what if, you know, what if we could make this work?

What if [00:20:00] we could say that and give the kids the agency and the autonomy to listen to themselves and go actually I could do this, I can do this. This is how I work better, miss. Or you know, I just think how fantastic. Now it's really funny that you talk about, you say in frequencies, and I kind of want you to pick up a little bit on this.

My daughter at the moment's doing A level, she, in fact, she's sitting a very first A level as we speak. And we have had a conversation this week. It is a bit of an ongoing conversation that I have with my kids about technology. She's 17, she's nearly 18, so I don't, I'm never gonna say to her, gimme your phone.

Like, it's just, she's, she's got agency. She's responsible enough to know if that's affecting her or not affecting her and stuff. But one of the things for me, as I always talk about is AirPods, I don't. Like my kids having AirPods, I won't let them have them. Now when she goes off to university and she, if she buys her [00:21:00] own, I can't do anything about it.

But what I have tried to do is educate her with it. Because of that, it worries me the frequency that's going from the Air Pod to the phone or to the device near their brain. And then while it's still developing as well. But this week when I was talking to her and she'd had a bit of a tough start to the week, and I said to her, why don't you just give your phone to your dad during the day while you were revising?

Just like, you know, Dave works from home. She was revising at home. I said, just, just give it to dad and if. If you need it, you know where it is. And you know what she usually has music on. She usually you know, will have a phone next to her. She'll get distracted, or she'll try and put a timer and not touch it for like 25 minutes.

And actually what she said to me is, oh my God, I just felt like I was in flow. No music, no phone, no distraction. And she said, I was just in [00:22:00] flow and I thought. Wow. You know, she's come through the education system and now when it, and thank goodness it's in the important time, but I kind of wanted to ask you, Sue,

what do you think when, 'cause when they're little, like your daughter, she's only eight. So the, the programming, the adults go in, no, you need to eat that while it's hot. You need to do this; you need to do that. You know, she's kind of maybe, and because she's got you as a mom, obviously, but she's not had that yet.

Whereas I think, you know, as they get into teens, they're starting to listen more to that, and they're not. Listening to their gut, they're not listening to their own instincts around it. Now I've been able to show Erin that and go, why don't you try it? Just try it out, and it's worked for her. So now obviously going forward, hopefully that's the method that [00:23:00] she will use because it suits her.

But I guess, I guess the question is how do we get them to connect back in to themselves to what they need rather than listening to the, you know, the wider society things. And also how, how much do you think frequency can affect us on kind of a daily basis? I'll let you answer them. Sorry. I've give you loads of.

Sue : Yeah. No, no, that's great. I love these questions. So first and foremost, when you say how much does frequency impact us? I believe a great deal. It's funny because you have, again, mechanics, but in your chart, you have what is called Gate 44 and I believe I'm just gonna triple check.

Yep. That's your life's work, which is the same as mine and the unhealthy expression of this is interference. So that's probably why we are both like, oh yes, the interference of frequency in, like us [00:24:00] as a human, us in our energy. And so those external frequencies that we have a lot more of today, we have this acute awareness of that impact.

And I believe, again, it is because that's one of our challenges. So it's activated in us having this awareness of interference on a number of different levels so we can support others with that. So, I mean, that's just bringing in your chart a little bit. But yes, I mean, we are energetic beings. So I always think about in terms of, you know, like energetic hygiene. We wanna be kind of clean in our energy. So the communication, the flow of energy doesn't have that interference. So then our expression of energy is truth. It is who we are, which again, is what will serve and support the world. Will we have that a hundred percent? Really not because we are human beings. We are here to evolve and we [00:25:00] evolve through that awareness of when we are in the unhealthy expression in the shadow. And then in response, around how we can listen to our, and I'm gonna use human design language. Inner authority as opposed to those external authorities. So the starting place for anyone that wants to go on their human design journey or wants to support their children.

When you create your chart, there's a little table at the top and there's something that says Inner Authority. And there's different variations of these. So for example, I'm an emotional authority. You are a sacral authority. So when we think in terms of like the chakra system and where our authority lives within us, we can start to experiment because I loved what you said it, it is learning our own process.

And actually [00:26:00] human design in itself is designed to be an experiment that you go on and verify for yourself. So we never want to use it as a system that's given us that external authority. It's just given us guidelines, suggestions on how we can do things differently. And then we go, oh, how did that feel for us?

Exactly what you did for your daughter? So how did that feel? Did that support you? In, you know, your revision in what you wanted. Yes. Great. Repeat it? No. Okay. Let's do something else. So the inner authority is designed exactly as that. To give us our tool so we can start trusting within ourselves. So for you, Ashley, as a sacral authority, it's like this sacral hit, so right down there in your gut, in the pit of your stomach, and it will be felt like in the now, and that will support you in your [00:27:00] decision as to what you have energy to invest in, in the moment, and your inside of you, it's either gonna feel a bit like expansive, almost like that soul trajectory is pulling you along, like what we were discussing earlier. Even though your mind might be like, oh, you can't do that. You mustn't do that; you shouldn't do that. You've got this feeling in you of like, no, it, it feels like it's lighting me up. It really feels like it's something I want to do, and its trust in that as opposed to what everything and everybody else is saying out there. And then I

have what's called an emotional authority. So my decision is not really in the, now I'm designed for big decisions.

I had to kind of ride what's called the emotional wave. So if I'm in an emotional high, I don't make any, I used to make very spontaneous decisions, but actually the clarity in my decisions comes in just having that little pause, having that wait. So we all have different inner authorities. So that's why anyone that goes on their journey, [00:28:00] any person supporting would be like, we start there because that brings you back to you and starts to connect you to you, get you to trust you, which is when you'll make decisions that will put you in the correct places with the correct people at the correct time, which is like what we are looking for.

Ashley - The Resilient Kid: That's amazing like I think, even though I probably know a lot more than the average person on energy just because of some of the work that I've done, some of the, you know, courses I've been on and stuff. But often kids will say to me when we are talking about emotions, but also talking around people that,

I'd say friends that they just, you know, you and I would say don't align with, but they like, oh, I don't know why they're not my friend, and things like that. And I ask them often to describe it to me, how does it feel? And they'll, they'll like, do this with their hands. And they'll say, it's sticky. It feels sticky.

And I'll go, do you know [00:29:00] what? Why don't you think about like shaking it off, washing your hands just to clear, kind of sum of that energy. And so I really love that idea and thank you for that. For that. I've just, I've wrote it down like sacral authority because I think the way you talk about authority is really the way I talk about agency

for kids and particularly teens. You know, I talk about them having their own agency and, and for me, what you are saying is just an extension of that, but actually listening to their gut. But imagine if they knew that they were like you and not to make decisions during, you know, an emotional high, which

is tempting, obviously but also somebody like me who actually listened to that inner gut, no matter what, you know, even what my brain might be telling me is the logical next step. So I've got a couple of questions for you, Sue. One is, and this is very practical question because when we first connected and you [00:30:00] said to me, oh, let me have a look at your chart ahead of the podcast.

And I said, oh, well actually I don't know where, at what time I was born. So my mom, bless it, is not, is no longer with us. She died a few years ago. I was born in South Africa in a nursing home, so it's not like written exactly like it might be if we were here. And so I don't have access to, to the timings.

And I said, so I said to her, I dropped her message. Oh, so I sent this voice member, I don't actually know. And she's said, what time? You know. Any indication? I said, I just have a bit of a feeling it might be one o'clock, but in the afternoon, but I've really got no clue. Like I, I've got no evidence to base that on, but I know where I was born, I know what, you know, what day I was born.

But that's about it. And actually, Sue was brilliant in, in being able to still look up my chat, so I just wanted to kind of ask you if you don't know the very specifics of [00:31:00] your birth for whatever reason, what, what can you do?

Sue : Yeah, so what I did for you, so. The charts go really, really, really nuanced. So what you see when you create your human design chart is, is you'll have numbers and then a decimal point, and then another number. And I think for most people that are starting their journey, we are good. But then there's lots of other little numbers.

So you can learn like your color and your tone, but that's for people that wanna get really advanced and real nuanced within all of this. So without knowing your specific time, those elements might change. But what I did for you, Ashley, is I basically went through the day that you were born and just saw if there was any like real significant changes.

So you are what's called a sacral generator, two four. So I was just looking if there was any change in that. [00:32:00] Around the time that you were giving me. And then if there's not, I feel quite confident to say, okay, we can play with that one. If there is, then we do have to open another conversation. Because what we don't want is to then just randomly go with a chart that actually isn't yours. 'Cause otherwise we're gonna start conditioning you. Now I know some people then speak to people that do like pendulums. And there is, I can't remember the name, but there are people you can speak to that work their magic and can give you your time of birth. But again, it depends how deep you want to go into.

I always think as a starting point, what I do for people, which is what I did for you. I did go through the day and if there's no change, then I'm like, right, okay, let's go and play with that one.

Ashley - The Resilient Kid: Brilliant. That's absolutely brilliant. And it just, I think that's why I've never looked into it before because I knew, I didn't know. And so it's just really like heartwarming that [00:33:00] if you don't, for very, you know, there's various reasons you might be adopted, you might not have that information like me.

So it's brilliant that we can do that. Okay. So before we finish, Sue what kind of advice, knowing all that, you know now, knowing about the work that you do, the very important work that you do, what would you tell your younger self do you think?

Sue : Like it's such a simple answer, but it really is. Trust yourself. So I say that in the context of I always had this inner knowing, but I, I started to doubt myself because all the voices around me were telling me different. And it's only as I've gone on my journey, and I know this might sound a bit like, I don't know. But I've gone like, right, this inner knowing I had about me, not about like knowing things, et cetera, but about me. And now as I've gone on this journey, I'm just like, oh my God. Like, I was right in this [00:34:00] inner knowing that I, that I had about life, about myself, about various circumstances and situations.

So it would be that, and that's what I, I tell my daughter, like, you've got to learn to trust you. Especially from an early age because it's just gonna put you in such good stead in making those choices that are gonna really help support you in creating that life that is correct for you. So, yeah, that. Trust yourself.

Ashley - The Resilient Kid: I love that. And you know what, you're so right. I think I often talk to parents about boundaries and how important boundaries are when kids are small because when they. You know when they hit teens and they've got lots of peer pressure, if we are at home, if we are saying, no, no, yes, then that's the pattern that we are laying down for them, so that when they're pressured into vaping, you know, drugs, [00:35:00] sex, whatever it is, the pattern that they have is No.

No. Yes. And so, you know, they're not gonna stick by the guns. But actually what I do tell the kids is you need to listen. You know what you want to do. And you,

you can feel if this is right or not for you, and you need to listen to that voice, not, not anybody else. How much do you trust you? And that's the most important lesson, I guess, isn't it really?

That's brilliant. So honestly, this has been absolutely amazing. Tell us, is there anything else that you kind of, you think we, we might have missed and also. Let's end with where we can find you because Sue's Instagram is on fire. She's really good at it, so she's much better than me. So please go over and, and check out her Instagram and she'll tell you her handle and obviously we'll put it in the show notes.

But anything to finish on, Sue, is there anything that you think, [00:36:00] actually, I think this will be really useful to finish up.

Sue : So this would be my suggestion. And again, this goes to all of the listeners, you know, trust yourself. If you've listened to this and you are just like, Hmm, then no. But. I always invite people to explore it so you can create the chart for free. Okay. Like, like you can literally put in human design chart.

I have it where you can create it on my website as well. You can create it for free and the Gene Keys chart, 'cause that gives a bit of language. But if we've been speaking about human design like, stick with that and it's gonna look really bizarre and really funny. But that's what you said. You can then go and follow people, you can follow myself and just start to learn the type, the inner authority for you, but also for your children as well. And just see those small changes in that understanding about you and them in your life. If it does make a difference. I was at a dinner on Tuesday and I was sitting [00:37:00] next to a lady and just coincidentally, she was like, oh, she'd heard of human design.

And she said like she hadn't really dived into it, but bit that she did integrate was trust in her sacred authority. That gut. In a knowing, and she said, when I started to live in alignment with that, she said it changed the game. And it sounds so simple, but it, it actually is. We just need that courage and confidence to like choose that. Because we've got all of that, you know, people pleasing, conditioning and all, all of those little mind monkeys that will come in.

But again, it's where we've gotta take that breath and go, okay, I choose that and be that example for our children as well, and then raise them. So that's like a very natural way for them to be. So that's what I would say. And then of course, yeah,

Instagram is the best place to follow me. I do have someone helping me on that, which is why it looks so good. And it's [00:38:00] SueJMiranda_PlaybookRevolution.

Ashley - The Resilient Kid: Yes. And I know that if you put in Playbook Revolution Sue does come up, but yeah, her Instagram is on fire and, and she does have somebody helping her, but it actually is mostly her, like talking and, and I think they're the golden nuggets for me that have given me more insight into, you know, human design or what it means and things like that. So that's absolutely, you know, today has been really invaluable. So please, you know, whip over to Sue's website, which is www.playbookrevolution.com. There you go. Go over there, have a little look and actually look at her playbooks.

They are just divine. You know, when we talk about. Having beautiful coffee table books, are we having, you know, a lovely library or you know, you've, you've got a bookshelf that's all nice and fancy this is gonna blow that out the water. Have a little look. They are stunning and you will be the star of the show on there.

So Sue, thank you so much [00:39:00] for joining us today. I feel like there is a little bit of a revolution coming with education and I think if people like you and me who align, who, who want this for the next generation, you know, your little girl still there, so, so we've got a chance. Mine's, you know, edging out towards now.

And one of the hopes that I have about my oldest going to university. Is that, you know, she does it her way. And I said to her, you know, just go and you have a good time and you've got offered a place in the best university in the world for her course. And she'd been offered a place at somewhere else.

And this other place has got a beach nearby and it's got family nearby and she's got a mate going there and they've got an amazing rugby team of which she loves. And I said to her, it will give the other place, will give you all the things [00:40:00] and it will give you the rugby team. You know, there's five girl rugby teams, which is unheard of.

I said, you're gonna have an amazing time and you're gonna play lots of sports and you, you're gonna do university. But what I want for you. Is to experience university. 'Cause that's what education really should be about. It's about you experiencing life alongside that. And I think, you know, the stuff that we've been

talking about is that, is we want them to experience, not just be sat in a classroom having input, but to, to have like a really

immersive experience knowing who they are and what works best for them. So honestly, Sue, I can't thank you enough for today. It's been really eye-opening and really brilliant. And please go and follow Sue. Go check out our website Playbook revolution. But thank you very much for joining us.

Sue : it's been my pleasure. And what you were sharing there with your daughter is spot on [00:41:00] because it is about environment, isn't it? Like our environment impacts us so much. So when we are shoving our kids into an environment that really is not supportive, of course. They gonna come out like the way they're coming out.

So yeah, it's not just, you know, what we're gonna learn here, as you said it is, I mean, it's a life experience, so we need to have that systemic systemic change. Absolutely. But as you can see, I could talk about this for days on end, but this has been lovely. Ashley, thank you very much for inviting me on.

Ashley - The Resilient Kid: You are welcome. Please join us. Look out for the newsletter, which will give us the highlights of this. If you can't listen check us out on YouTube, check us out on Spotify or wherever you get your podcasts. More importantly, go and check out Sue Jones Miranda, the Playbook Revolution, because she's amazing and this isn't the end of our collaboration. That actually in future, when we have a school that's coming to us, I go, do you know [00:42:00] who we need in? We need Sue to come and help us with the staff and how we set this school up for the best environment for our kids. Take care everyone. Thanks very much.

Bye for now.