

In the third part of this book I propose a short story, in an attempt to answer the following question:

**“What would our world look like if we applied these rights?”**

What would become of our lives on a professional, economic, ecological, sentimental and family level?

It is a way to project these new ideas in time and I hope you see how you can participate in Global Success by expressing your talent!

**For too long we have made the mistake of focusing on what we are afraid of... and then we are so often surprised to see it manifest.**

## A difficult awakening!

It's 17:47pm! My son gets out of school at 17:20pm! I'm late! It's because of my surprise birthday party yesterday for my 50th. The party finished rather late. Today, I was knackered after lunch and slept like a log.

I'm half awake, muzzled-headed and I feel I have to get going. I pull on my jacket, shut my office door and jump into the lift. There, I can't avoid coming face to face with myself in the mirror. I'm fifty, but that's O.K. – I don't look too haggard. I feel young. Oh, surprise! I've got my pillow mark on my forehead! No, worse, it's the cover of my book with an embossed five-pointed star. Brilliant! Couldn't be better! My snooze is visible to all! It's going to be difficult convincing my son I was held up in a meeting at work! I love and adore him and I can't wait to hold him tightly in my arms.

Quickly I get going. I begin to run.

It's funny but despite my not having slept last night, I feel light. No need to panic, the school is only 200 meters away.

Oh, now I see him! His eyes light up! No, his father hasn't abandoned him!

The instant he catches sight of me, he also rushes to meet me. His school bag makes his run clumsy. Without a word, he throws himself into my arms! I feel his little boy's heart beating against my chest. It's a moment of pure magic!

## The teaching world

— “How was school today?”

— “Great, it was fun!”

— “What did you learn?”

— “We learned how maths can help us to make our projects succeed and how we can use different operations to achieve the results we want!”

— “And did you enjoy it?”

— “Oh yes, especially later when we did geometry, and we learned that living on earth is like standing on a big sphere. And we learned that we always have choices: the one to go off road and take the easy path, or the one to follow the axis of the radius, and to do what makes us radiate; to do what we love.”

Inwardly I thought what monstrous good fortune he has that the whole education system has so completely evolved from what it was. In my day, and that’s not so long ago, those who bad mouthed education used to say that most teachers had only chosen their profession because of the long school holidays and the short school hours. Whether true or not, most teachers then were not encouraged to take the time either to make their subject of interest to each individual child and their passion nor by making it clear how useful it would be to them, whether at that moment or later in their lives.

— “That really does sound exciting! I think I’ll come with you from tomorrow onwards!”

Actually, that was what I had said to myself at the last parents’ evening. The whole atmosphere was so inspirational, that I would willingly have gone back to school under those conditions! So much has changed in such a short time. In my day, there were report cards, which were more about disciplinary issues than about a child’s progress in learning. Today, by contrast, the equivalent of that report card instead contains a “picture of the child’s vision of their ultimate successful life;” one that the child creates step by step as they evolve on their educational path. They paint their picture, filling in the goals they are aiming for, beginning little by little, to define what they love to do in their life. This book is what enables every teacher to create a class that is more creative and appreciated by the students because they can explain their subject in terms that are interesting to their students. It is the educational equivalent

to one’s medical records; we can follow the evolution of the teacher’s evaluation report but also the child’s interests. With today’s modern technologies, it is truly stimulating. In my day, no-one ever thought of asking us. But today, right from the earliest stages of schooling, children are taught to connect with what they would love to do. And then teachers take the time and are given the skills to create their lessons and workshops as a means to help children succeed in their life plan. And I think that’s the main evolution that has taken place in the education system. Because at some point, it was not going in the right direction.

For many years, it was almost impossible for teachers to teach children in school because they had been spoiled at home having been raised without discipline and were, therefore, disrespectful in class. This was probably the result of a breakdown in the family and divorce, with parents becoming over-indulgent in order to try to compensate for the consequences of the pain of separation.

It became a struggle for teachers to gain childrens’ attention. I remember, for example, ten years ago going to lead a small workshop for a class of 12-year-olds, where practically none of the children knew why they were at school!

When I had ventured to ask the children,

— “If school was not obligatory – a kind of dictatorship – would you attend?” And they replied with one voice, to the consternation of all the other teachers present,

— “No way - Of course not!”.

Within only a few years, the dynamic has completely reversed. I am referring to a small group of teachers, unable to teach because of the unruly behaviour of their classes, who took it upon themselves to sow the first seeds of a new culture in the education system. They produced a little book, designed for teachers, students and parents so that they could all unite their efforts so as to create a captivating way of functioning. Thus,

they had the courage to do what was necessary to interest the students. One by one, students began to understand that there was something to be gained from each and every class, rather like picking up points or superpowers in a video game. The parallel was easy to draw: in a game scenario, gaining a super-power, such as flying, allows one to overcome an obstacle. So, for example, in real life, learning English would allow someone to communicate everywhere in the world; learning chemistry means one could learn to bake delicious cakes or discover how to make a mega-engine roar with power; with studying history, one could come to understand the strategies and stakes involved so one could learn to avoid being manipulated by those bigger than oneself, or one could create scenarios for super authentic video games!

— “So today you’ve learned something essential. How is it going to help you in practice?”

— “What would really make me happy would be to get Mum and go to the cinema to see Star Wars in 8D!”

— “Great! I’d like to do that too. Afterwards, the three of us can have dinner together at home. We’ll make a fire in the fireplace! Now that’s a great way to apply what you’ve learned!”

What’s also good today is that, as classes awaken our passion, it is less necessary to do homework. What stimulates our passion, retains our attention naturally.

### **The solution came from within**

Parents, teachers and students together all realised that they had a common interest, to develop this famous first seed of a new culture to find a meaning to one’s life and to find the means to succeed in it, even more so to make a true masterpiece of one’s life and not to have regrets. School became again a major centre for happiness that benefits everyone and the evolution of our society.

And then, as a result, and as if by magic, everything began to fall into place. The media started broadcasting programs

about these seeds, and artists also picked up on the idea. Then children became imbued with these new values and became conscious that it was in their best interests to enrich themselves with this knowledge. No matter their parents’ attitude, the solution came from within each child. The fact that this perspective was embraced by the artistic milieu provided confirmation for them - and so it became a new culture. The first **evolutionary** seed had been sown and was growing in the world of education, an area that had been suffering for many years from being undervalued. By connecting to their life goal, every child has re-initiated a new inner dynamic to study. Just as is the case when our skin is traumatised, it is important that the new generations of cells grow back again to good health. That is what is happening today in schools, the **new generations** are growing in perfect health and are regenerating and revitalising our society.

At the last parents’ night, what an amazing evolution! Every student seemed like they were building their own little rocket to reach their own little star. As long as we don’t know where we go in life, or which star we are aiming at, we are not motivated to build our studies, our life, **our rocket**... Today, because the children know where to go, one senses their enjoyment, their relaxed state of mind, their fraternity and their mutual support, because each of them knows that they have a unique destiny. The era of competition, emulation and elitism have given way to an appreciation of differences, complementarity, and usefulness of everyone. Exactly as in a sports team that is preparing to win a crucial match, everyone involved is ready to do their best. In my day, it was every man for himself, whereas now the kids have discovered team spirit. I am happy that my son has access to this type of education. He will certainly live in a friendlier society than the one that was predicted a few years ago. My son is over the moon each day to be heading out the door, whereas, by contrast, I used to go to school with a knot in my stomach.

— “Shall we go and get Mum?” I asked. “If we leave now, we’ll catch her just as she’s coming out of work.”

But before he could even answer me, the father of his best friend called across to us asking:

— “How are things?”

— “Great, and you?”

— “My second son is in hospital” he replied, “He’s just had a motorbike accident. Nothing serious, but it gave me a fright. I’m going to see him. If you want to come along he’d be so happy to see you!”

— “We were going to fetch Mum to go to the cinema.”

— “I’ll drop you off afterwards. If we go by car, it won’t take you any longer than if you were walking. It’ll give you a chance to see the injured hero!”

— “Great. That’s fine by me.”

## The way to full health!

A few minutes later we get there. Here, things have also amazingly evolved. Accident and Emergency still looks like it did at the end of the last century but everything else has changed. Modern technology now enables us to identify, treat and prevent disease very precisely. Illness and disease, however still exist. Probably because they are useful! Not only to feel how precious life is but also to be able to listen to what the dis-ease is **trying to say**. This is another seed that has been **sown**: the fact that we are Guided Precisely by our Symptoms (our GPS) towards our goal in life.

Today, with each form of care, there is a conscious awareness that there is a message for each patient within their pathology. In fact, at reception we were told directly:

— “His medical treatment has been dealt with; he is now in the adjustment room!”

The adjustment room is the place where one takes time to reflect on everything before returning to one’s life in order to understand why and how the situation arose and whether the cause is nutritional, psychological, behavioural or if it’s because there is a lesson to learn. The specialists, if need be, help people adjust their trajectory in life. The book of our unique set of values and purpose, used at school, continues its function very logically to let medical staff know exactly which adjustments are to be made. On our arrival, our patient is in his room and is teary eyed. He was suffering from a fractured wrist, a few superficial cuts, and several bruises - visibly nothing too serious. Despite his plastered wrist, he hugged his father for a few moments and announced:

— “The adjuster (that’s the name of the specialist) helped me to understand that I was over-excited, euphoric, a bit big-headed and that I had taken mindless risks on the road.”

— “You see, I thought I was completely invincible because I was in love. This accident humiliated me somewhat, in the sense that it has humbled me; now I feel more centred, wiser and more vigilant. I have also realised how much I value my life and value the love that I feel for those I love.”

His eyes glistened even more and he had a lump in his throat. He held his father in his arms again and he powerfully opened his heart to his father.

The adjuster enabled him to become aware of the importance of the change in his behaviour on the road and in life. Globally, the lessons to be learned from that type of accident are now more evident now compared to a few years ago when the person would simply have been given painkillers, putting to sleep the value of the message or the adjustment of the trajectory of life.

There was an immediate reaction from the patient in the next bed:

— “Me too. My period in the adjustment room opened my