



THE RESONANCE SUMMIT

Summit Presenters



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Wrinkling the Space-Time Continuum

📅 Friday,
April 5, 2024

🕒 3:30 - 4:55 pm PDT

OBJECTIVES

- To offer a taste of how Constellations and representation allow us to work across space and time
- To access sources of strength and guidance that are already in your field
- To introduce some teachings around the relationship of soul and archetype, and their relationship to 'stuck resonance' (being caught in a "spell/trance")
- To raise awareness of conditions that, when met, can allow the unlearning and release of deeply held emotional memories.

- It was a dark and stormy night....
- “Wild nights are my glory!” Mrs Whatsit
- “.... by the way, **there is such a thing as a tesseract!**”

- “Your father is on a planet that has given up. So, you must prepare to be strong.... We are asking you to do a difficult thing, and we are confident that you can do it.”
- Your father needs help, needs courage, **and, for his children, he may be able to do what he cannot do for himself.**
- They show the planet to the children

- Mrs Whatsit gives them all a 'gift' in preparation for their journey, which they need to take on their own:
- Meg – “I give you the gift of your faults. You will need them”
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- She also warns **“The danger is greatest for you, Charles Wallace. Beware of pride and arrogance, for they may betray you”**

Experience One: The Past

Support from your lineage or homeland

Finding streams of support and strength (power) that we may have lost touch with:

- **You**— you represent yourself and just experience
- **Witness** for the process
- **Representative** – of something/someone in their field

Either --Someone in the Focus Person's ancestral lineage who carries a quality that is available to them

Or --An quality from one of their ancestral homelands.

- After 5 minutes, switch:
- **You** becomes **Witness**
- **Witness** becomes **Representative**
- **Representative** becomes **You**



Experience One — Working with sources of strength and light from our lineage.
Finding streams of support and strength (power) that we may have lost touch with:

- **You**— you represent yourself and just experience
- **Witness** for the process
- **Representative** – of something/someone in their field
 - Either --Someone in the Focus Person's ancestral lineage who carries a quality that is available to them
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- After 5 minutes, switch:
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- Meg, Charles Wallace, and Calvin are transported to Camazotz.
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- The houses, the children, the parents, all move in lockstep. Balls all bounce at the same time; jump ropes all touch the ground at the same time... Doors open all at once.

Neurobiological definition of trauma

Daniel Siegel

- “Trauma is **un-integrated material, characterized by excessive rigidity, chaos, or both**”
- **Excessive chaos** –
- **Excessive rigidity** – fundamentalism, fascism, super strictness

- They meet a red-eyed man, who tries to get the children to align with him, surrender to IT, which rules this planet.
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- Charles Wallace wants to find his father, and is trying to sense into this man, to get some kind of clues.
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- The red-eyed man encourages that, and says to Charles Wallace “Try to find out who I am, then...”
- Charles Wallace tries, and gets caught up by IT. IT takes over his system.
- Meg feels that Charles Wallace is ‘gone’ – is lost in there....

- Trapped in a 'spell'. Can become 'entrained' in it, like iron filings in a magnetic field....

- Meg is able to see/sense her father, trapped in a cell. He seems lost and disoriented. She is able to enter and hug him....
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- Charles Wallace then leads Meg, Calvin, and Mr Murray to IT.
- IT is a giant brain...
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- Meg needs her faults – her anger, stubbornness, impatience - in order to maintain her own self/agency. But she can feel herself being overcome by IT.
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- As she is losing the struggle against IT, Calvin yells for Mr Murray to tesser....
- Calvin, Meg, and Mr Murray get away.
- They had to leave without Charles Wallace.

- The (women) appear, and have a conversation about what to do.
- They cannot rescue him. A human is needed.
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- Meg realizes that she is the only one of the three who has enough connection with Charles Wallace to be able to bring him out of there.
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- The (women) say to the dad “You are going to allow Meg the privilege of accepting this danger”
- In Constellations “We do what our parents/ancestors could not”
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- Mrs WhatsIt tells Meg: **“I give you my love, my love always. Never forget that”**
- Mrs Which says to Meg: **“You have something that IT does not. This something is your only weapon. But, you must find it for yourself”**

- Meg is tessered back to Camazotz, and approaches where IT is. Charles Wallace is there, with IT.
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- Charles Wallace tries to convince Meg to join them, ... she cannot resist, ...it would be good for her to be with them: “You have nothing that IT does not have.”
- He says other things, being critical of Meg and the (women).
- Meg starts to feel hateful towards IT.
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- Continuing the pressure, Charles Wallace tells Meg: “Mrs Whatsit hates you!”
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- Meg responds automatically “No, Mrs Whatsit **loves** me!”
- As she says that, Meg realizes that **love is what she has that IT does not.**
- Breaking the spell with love and awareness – calling out the love in something.....
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- Meg is unable to love IT, but she does love her brother. She says to him “Charles Wallace, I love you!” in different ways, over and over again.

Experience Two: The Future

Opening to an evolutionary impulse

What is the future calling forward from you?

- **You**— you represent yourself and just experience
- **Witness**
- **Representative** for Something that the Future is calling into being in them.
- “What is theirs to offer that the world needs” (something meaningful in them that already exists, and is needed by the future)
- **After 5 minutes, switch:**
 - You becomes Witness
 - Witness becomes Representative
 - Representative becomes You



Experience Two — Opening to an evolutionary impulse within us

- **You**— you represent yourself and just experience
- **Witness**
- **Representative** for Something that the Future is calling into being in them.
 - “What is theirs to offer that the world needs” (something meaningful in them that already exists, and is needed by the future)
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Three Streams of the Future — Thomas Hubl

- 1-The Emerging Future
- 2,3-The Patterned Future *“There is no present or future; only the past happening over and over again” Eugene O’Neill.*
- The **Patterned Future** consists of two streams:
 - -----**Habit** , which can be trained/coached/educated
 - and
 - -----**Trauma** , which needs to be healed.
 - ---Healed by unlocking the past
 - ---And, by tuning into/towards a healthy life movement

End of presentation

- Next Slides are additional information about Memory Reconsolidation
 - how to unlearn dysfunctional or traumatic patterns

REVEALING WHAT WAS NOT SEEN/KNOWN/FELT

“Are we willing to face the darkness, and bring the light into the world?”

- ***Unlocking the Emotional Brain*** Ecker, Ticic and Hulley: p 155
- *“A metanalysis by Weinberger in 1995 found that the therapeutic alliance accounted for 11% of the variance in therapy outcomes, whereas 40% of the variance **was due to** the specific factor of **guiding clients to face what they had been avoiding**”*
- *.....“Guiding awareness to bring attention to what has not been in awareness ... appears to be a particular important specific factor in therapeutic change”*

- ***Unlocking the Emotional Brain*** Ecker, Ticic and Hulley: p 149

- *“The unlocking and transformational unlearning of problematic learning in the emotional brain’s memory networks occurs when:*
 - *- the target learning is reactivated,*
 - *-and, during that reactivation, the individual vividly experiences fundamentally contradictory knowledge.*
 -
- *In this way, core, non-conscious, disturbing emotional themes of a lifetime can be deeply resolved and dispelled in a highly effective manner.”*

“The mind does not distinguish between real and imagined threats”

- P 31 UEB
- **“New experiences that are imaginal can be effective for creating new neural circuits and new responses, because the emotional centers in the subcortex hardly distinguish between perceptions arising externally versus internally”**

Memory is not a tape loop, but a constructive process

- *The Psychobiology of Mind Body Healing* , Rossi p 91:
- “...(recent research into memory learning and cognition shows that) memory does NOT operate like a tape recorder in which we simply play back exactly what we have learned.
- Memory is always a constructive process whereby **we actually synthesize a new subjective experience every time we recall an event.**”
- Every time we access the state-dependent memory, learning and behavior processes that encode a problem, **we have an opportunity to re-access and reorganize (reframe) the problem in a manner that resolves it....**

- P5 UEB
- New learning always creates new neural circuits,
- but it is **only when new learning also unwires old learning**
that transformational change occurs.....

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- Siegel “**Integration is the linkage of differentiated elements**”
- Singing analogy....
- Integrating through holding/seeing, acknowledging.....

The Formula:

“Juxtaposed Positive Disconfirming Experiences”

- **Reactivation** (of the old emotionally implicit learned material)
 - +
- **Mismatch** (something that contradicts/disconfirms the old belief)
- Here are two short YouTube videos that I made about this process:
- <https://www.youtube.com/watch?v=XwR6ynN94gU&pp=0gcJCX4JAYcqIYzv>
- <https://www.youtube.com/watch?v=6uO1dz6T0QU>