

Project-Purpose Life Cycles

To Break Free from
Unconscious Parental Projections
And Recurring Negative Life Patterns

ONLINE TRAINING
September 25-26 / October 30-31, 2021

Teacher

Linda DEMEUSY

Organizer

Biodecoding® Institute

Welcome

Dear Biodecoding® Companions,

First, thank you for your interest in our seminars and trainings. These experiences are truly inner adventures and it's our commitment to offer you the best framework to fully experience them. And it's with great pleasure that we offer you this handout on the "Project-purpose".

You will find all the main points of the course which will help you move forward on your evolutionary journey. Don't hesitate to contact us for any questions or complementary information. Our dedicated team stays available to assist you.

I'm looking forward to hearing from you soon.

Christian Flèche,
Creator of Biodecoding®

About Biodecoding®

Biodecoding® is a complementary approach to other professional practices in the field of health, education, human relationships and dynamics, etc. The objective of Biodecoding® is to guide the person in finding the meaning and the cause of her symptom through listening to her emotional and physical sensations.

Gleaning wisdom from different approaches-- from Marc Fréchet and Milton Erickson's work to some elements borrowed from Dr Hamer -- Christian Flèche developed a particular way of listening to the symptom: a biological, cyclical and transgenerational listening.

In collaboration with Philippe Lévy, he also created new therapeutic protocols making Biodecoding® an original method of emotional diagnosis as well as a new kind of rapid and efficient therapy.

For more than 26 years, Christian Flèche has been involved in developing the teaching and the research around the biological decoding of diseases



*Christian Flèche,
Creator of Biodecoding®*

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PROJECT-PURPOSE - introduction

"The baby is imagined before it is perceived, spoken about before one hears it." Boris Cyrulnik

"Before the conceptual event, consequence of a cellular fusion, the subject (child) would be the biological materialization and the quasi symbol of these two-in-one (parents)." Marc Fréchet

"The mother did not only transmit life: she transmitted to her sons the language. She infused them with the baggage so gradually built up over the centuries. She passed on the spiritual legacy that she herself received as a deposit: this little bundle of traditions, concepts and myths that make the difference that separates Newton or Shakespeare from the ruthless caveman."

Antoine de Saint Exupéry. Terre des Hommes

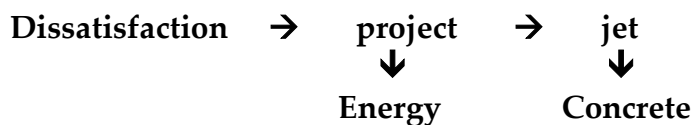
DEFINITION

The project-purpose is the comparative study of our present life and the period starting from our parents' conscious and unconscious desire to procreate. It's the study of the possible influences from the clan during this period upon our present-day life and way of functioning. This project-purpose is most often unconscious, profound, hidden and secret. It is a notion that is complementary to Biodecoding®. What's the purpose of our presence on this planet? What's the reason for which we've come into this world? It answers the questions regarding why I feel the way I do, why I chose the profession I did, or why I react as an "inkpot" or an "eraser" (concepts that pertain to the Biodecoding method)

EXPLANATION

Before any material phase of anything, there is first the immaterial phase, or a 'project'. (In English you can think of project as 'intention'.) And a project comes into being only if prior there is dissatisfaction.

This notion of project/intention, the immaterial phase, is a permanent reality and it is for this reason that there is a material phase which corresponds to the realization of something. In other words, little by little, one concretizes or manifests something thanks to a project/intention.

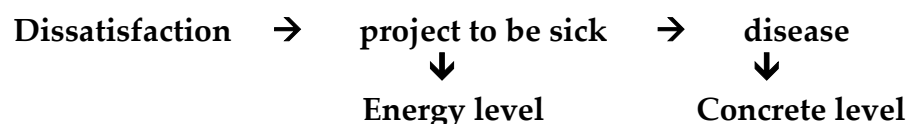


Jet = satisfaction.
The jet succeeds to a project

In any creation there is first a project. Edison created the light bulb in order to produce light: thus the purpose of the lamp is to produce light. To change the purpose you just have to change the project: If I no longer want light when flipping a switch, and decide I want music instead, then I will create a phonograph. In other words, I change the project and the purpose (the intention and the manifestation.)

To recap, in any object, in any manifestation, there is first a project. A project is an immaterial phase and then once it is materialized, it becomes something with a purpose. The purpose of the thing corresponds to the project/intention. This notion pertains to all our behaviors, choices, actions, and even diseases.

There is no healing if there is no project to heal.



Lack conflict → project to satisfy the need → Disease on the liver
Someone steps over my boundaries → project to put my limits → bladder issue

Jet

The term “JET” here means *Projection* with a notion of *Propulsion*. It implies an energy with a movement forward.

Without exception we are all “jets”, incarnated with a body, in a concrete, tangible and material reality. So all of us without exception had a ‘project phase’ before our conception. Before being conceived, we were a preconceived idea. And embedded in this ‘idea’, which then manifests as the child, is the solution to its parents’ problems, conflicts and desires.

Project

What is the individual’s real, profound and unconscious project?

The **birth project** takes place before conception. The unconscious desire to have a child (or to not have one) is greater than the conscious desire. This explains why there is a pregnancy even with no desire to have a child or sterility with a great desire to have a child.

The project at the time it happens is positive in itself. It is meant to resolve a dissatisfaction or a problem and what is passed on carries winning solutions for survival. Therefore the transmission of the project is useful → it can have positive or negative consequences. We inherit a memory, a story, family secrets. The memories range from good ones, to not so good ones, to negative ones; some serve us better than others.

The project that emerges from solely a sexual pleasure and the project that emerges from sexual intercourse with the purpose to conceive are different.

The individual may be born not because he was desired for himself, but for a mission that he was unconsciously endowed with. From the moment of conception, he seems to be marked by his parents’ desires, projects and conflicts.

3 projects meet: father’s project + mother’s project + child’s project:
 the child is the medium that accepts this mission. It’s the condition to be loved and recognized by mom and dad, who at the time of conception are only the genitors.

Purpose

The project : it’s the parents who have it
 The purpose: it’s the child who expresses it

The purpose depends on the initial project.

The child is the solution to the parents' conflict before conception → what is it that they poorly experienced in their body at the time of the project? They materialize this project at the time they make the baby.

PROGESTERONE (sounds like PROJECT) → child **OBJECT** → parents' **OB**edient toy → **PROGENY** (sounds like PROJECT)

Because parents evolve with their projects, siblings do not have the same programs. For instance, we are projected into the sex we have.

All parents of course want their child to be beautiful, wealthy, smart, and in good health. But it does not work that way because there are unconscious projections which encode the genes. To be clear, they are **not** psychological projections. We are the heirs by proxy of our parents' unconscious **biological** programs.

THE CHILD IS DESTINED (PROJECT) TO BE THE JET → MAKE THE DISEASE (PURPOSE)

In addition, during childhood, everyone receives all kinds of information from the family and the clan. During this period we are more malleable and easily impressionable, like a sponge, in regard to what the clan experiences, projects, or expects.

MOVING FROM OBJECT TO SUBJECT

We are the instruments of the parents' project and we realize it during the unfolding of our life. Our only **real** free will comes with the **awareness** of it. This is how we **move from object to subject**. When in contact with our real self, we become subject rather than object and only then can we be sane and healthy. At that moment, there is no self-devaluation. We love ourselves once we are in contact with our real self. Until this awakening to consciousness, we are going to be "remotely controlled" by the project-purpose and confined to that role.

Some examples

Underneath the conscious message hides the unconscious message: I want my child to be a doctor to save lives => fear of death from the parents => the child will be born with a lung pathology.

Eczema → separation conflict → parents' experience before conception = the wife feels lonely, her husband is always hanging out with his buddies; she has a child to prevent separation/loneliness; this child comes on earth to create contact → later on the parents divorce → this creates a conflict in the child at this moment → this results in eczema.

Jéhudi Menuhin, a famous Israeli violin player → his father wanted to play the violin and his own father (Jehudi's grandfather) shamed him for this dream, *"how can you have such a frivolous dream when the temple has been destroyed?"* J. Menuhin was born and is named Jehudi which means Jew; and he learns to play the violin on his own → so we can be Jewish + play the violin (which is his father's wish and his grand-father's response! At the end of his life, as orchestra director he created music temples, thus satisfying the desire of his grandfather to honor the "temple".

A woman wanted a child but her husband didn't. She left him for another man and her husband suffered from it. He therefore asked her to come back, promising that he would have a child because he loved her. The project-purpose transmitted in the semen was: *"I wish my wife hadn't moved away and left me; so I make a child to keep my wife at home."* This manifested in the child being born paralyzed.

A child is conceived while his parents are having financial struggles: either the child will become a banker or will have money issues.

GUIDELINES AND TIPS

- **Study the family context** surrounding conception, in-uterine life, birth and early childhood.
- **Analyze all positive and negative events** around this period: success, promotion, moving, bankruptcy, trauma, death, disease, divorce, marriage, war, conviction, hospitalization, and any other specific details related to the clan. Write down the dates, experiences and feelings.
- **Compare** the person's current state with the specific events related to this period.
- **Key questions to ask first:** what happened within the family before conception and during pregnancy? Because this period is highly programming.
- **Write down** all the negative and positive events of the person's life: at the emotional, professional, medical levels.
- **Case of adoption or artificial insemination** → take into account the family tree of the adoptive parents as well as the person's feeling during the protocol – listen, connect the information and see if it speaks to the person or not.

- **Free parents from guilt!** It is very important to free them from guilt regarding their child's project-purpose.
 - Not intervening → the problem persists
 - Feeling guilty → bad – the problem is not resolved and even amplifies. Moreover there is no reason for guilt (Am I responsible for my child's eye color?)
 - Being involved and participating = OK! - I'm involved and I participate, I pass on genes and their contents where everything is imprinted, memorized.

- **Use caution as soon as a third person is involved**, whether related to the project-purpose or any other context (breast cancer related to the partner for instance): do not cause more conflicts through awareness!

- *"Nature is the species' nurture."* according to Konrad Lorenz. The project at the moment it occurs is positive and can have positive or negative consequences. In therapy **we only address the negative consequences**. The child, the individual is designed to improve, to progress.

THERAPY

TO CHANGE THE PURPOSE, ONE MUST CHANGE THE PROJECT

Follow the protocol "Project-purpose" and take into account the following elements:

- **Always go "to the bottom, to the end of things" with care and conviction** → regularly ask the question *"and what else is more important?"*. During the protocol "Project-purpose", always insist on going deeper. For example, a mother says through the person who takes on the role of the mother, *"I don't want any child!"* → the therapist insists, *"I hear what you say, but still... what does it represent to have a child...?"* (Because if the child is here it's because one wanted it!)

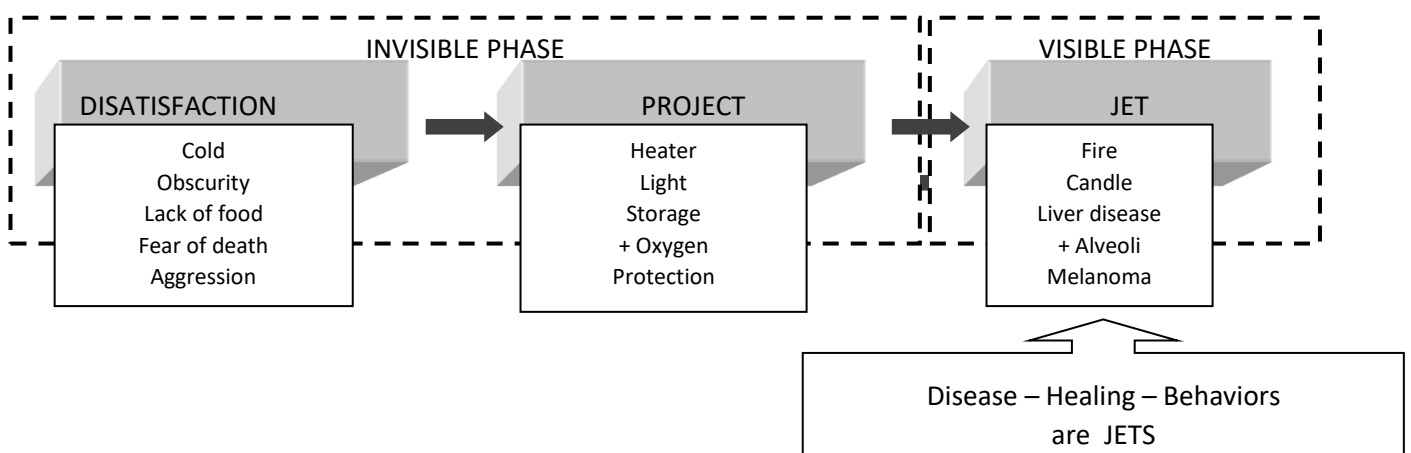
- **To be free, one must break free from his parents**: one must free himself at the cerebral and cellular level. At the 4th generation, the cells cleanse themselves; 4 is the number for *"reality"*. So in cases with heavy conditions, check at the level of the 4th generation to find the unresolved conflict.

- **Show the picture of the deer** with its antlers caught in the branches of a tree: if the person does not see the blockage, then she is stuck in the family memories => hidden family loyalty => one must clear the tree but the aim is not to uproot the person. Explain that the trunk is good and that we only cut the dead and decaying branches. We trim the tree for it to live again. Search for these family loyalties.

- **If nothing new emerges during the therapy** → no real desire to find the project-purpose or to face it.

PROJECT-PURPOSE – at a glance

- Origin :** Marc Fréchet : “Nothing exists if there is no purpose to it.”
- Definition :** The project-purpose is the study of the period preceding our parents’ desire to have a child (conscious or unconscious).
- Relevance :** It’s the “highway” of Biodecoding®. It’s helpful for recalcitrant symptoms or behaviors. It’s the justification of the person’s presence on the planet. It’s programming and structuring at the same time.
Perceptible through given names, gender, jobs, attitudes
To move from the state of Object to the state of Subject
- Concept :** Before any JET, there is first a PROJECT which only exists if before there is a DISSATISFACTION.
Undergirding any THING (visible and material) is a prior Invisible, Immaterial phase.
- Protocol :** My Parents’ Project-purpose for my life (+ Bio-NLP)



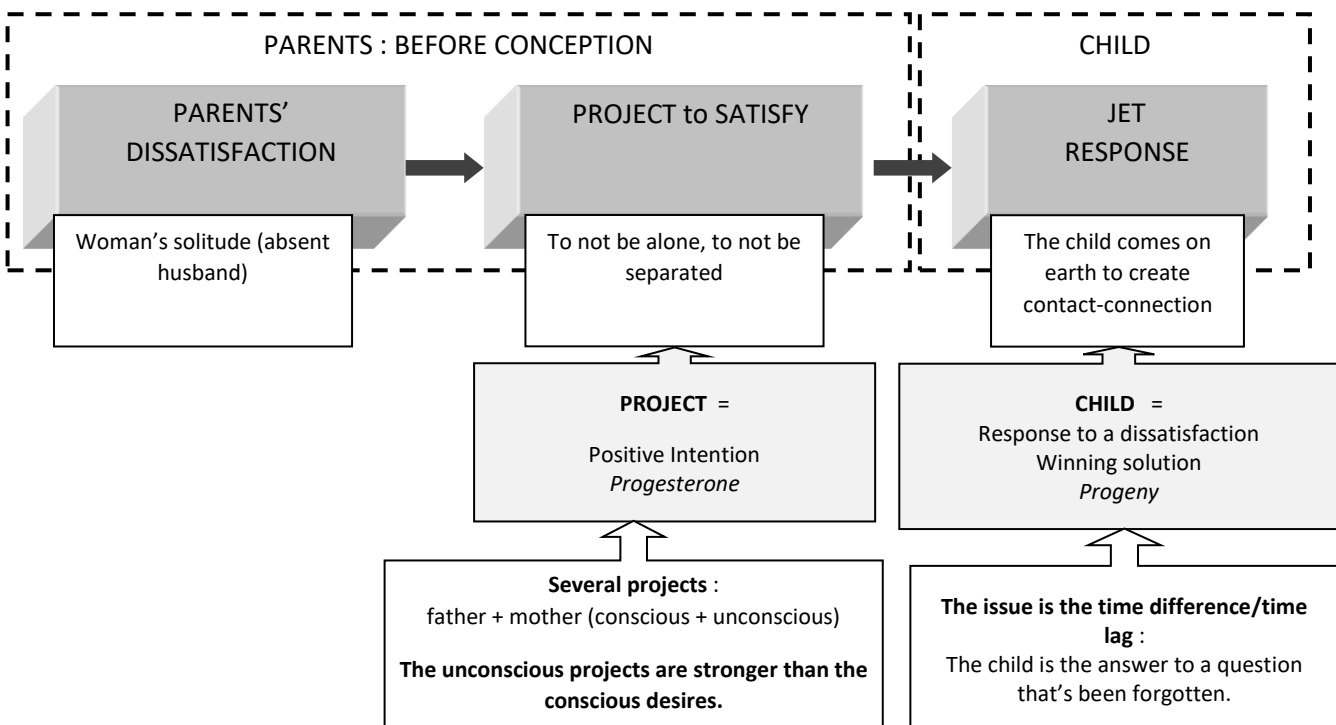
PROJECT-PURPOSE = INVITATION CARD – REASON FOR OUR ENTRY INTO LIFE

The CHILD is the incarnated JET, a concrete, material reality. He is the WINNING SOLUTION of the parents’ conflicts.

There is no child without a project for a child!

The birth PROJECT occurs before conception: it’s the parents who generate it.

The PURPOSE: It depends on the project but it’s the CHILD who expresses it.
To change the purpose, one must change the project!



PROTOCOL MY PARENTS' PROJECT-PURPOSE

Objective = Search for the predominant project for one's self, in the father and/or in the mother's side. Choice to go either on the father's side or mother's side.

Technique = combination of 2 techniques: 1- Timeline 2-Family constellations

Length : ≈ 45 min.

- 1) Ask the person which project-purpose they want to do the exercise with: Father/Mother
- 2) Set up 2 chairs: one representing the person (on which they sit) and the other chair represents the parent they chose to work on.
- 3) Gather the information: age of the parent one year before birth, parent's given names and first name.
- 4) The person looks at his/her parent sitting in front of him/her (take the time to visualize the clothes, hair, appearance, expression, etc.) and answer these questions from the therapist.
 - *So in front of you, you imagine ...[first name] who is [...] years old and you still don't exist.*
 - *Is he/she already married? Since when?*
 - *What job is he/she doing? How is it going at work?*
 - *Do they have children already? (miscarriages, abortions, still-born...)*
 - *Where does s/he live? At his/her parents, in the city, countryside, apartment, house...?*
 - *What is important for him/her? Sports, friends, alcohol, studies...*
 - *What else is happening in his/her life?*
 - *Does s/he have siblings?*
- 5) When the person feels ready, invite her/him to sit on the other chair and become his/her parent. While s/he changes places, summarize all that has been said so far.
- 6) The person puts herself completely in her parent's feelings and answers the questions from the therapist BY SAYING "I":
 - In your every day life, what is the most troublesome, the most difficult for you in your life?
 - Precisely, with all that's going on, what does having a child come to satisfy, to fulfil, or bring to you?
 - So having a child will allow you to get out of..., to have..., to receive..... and so what else does it allow you that is even more profound?
 - Reformulate (*go even deeper – make sure that the person is in the feelings and not in "I think, I believe"*)
 - And what else?
 - And what more?
 - If we summarize, what will this child represent to you?
 - And you would like a boy or a girl? Why is it better to have (give the sex of the baby)?
 - This girl/boy that is here, if you had to choose a name, which one would it be?
 - And this given name [say the name], means what ?
 - If this baby is here, he/she allows what? Just imagine...

- 7) The therapist thanks the parent for confiding all of this.
- 8) The therapist asks the person to become herself again and to sit back on her own chair
- 9) The therapist tells the person all the things that her/his father/mother said: her/his project, intention that he/she sent to the universal project, which implies that you are the person who brings..., who gives...
 - And in order to respond to this project, you are going... (deduce hypotheses from what has been said in 9 and generalize to everybody)
 - Does this make sense to you? Is it important for you... (inversion and generalization process in relation to the mother/father's wish)
Ex: mom wants you to take care of the family... so how do you have your way of doing this?
Ex: mom needs joy in her life; how do you manage still today to be a clown, make people laugh? Do you do that? Does it make sense to you?
 - The person checks what happens when s/he can no longer satisfy mom/dad's project. I'm on Earth on the condition of satisfying my mom/dad's project.
 - For the first time, you will be able to choose what you want to keep and what you no longer want to keep. The only thing that you have to keep is LIFE, your body, your brain, to be a in a woman/man's body.
- 10) Invite the person to stand up on her/his timeline with the, past, the future. Step on the moment of conception, looking at the past, looking at his father/mother. The person will be able to tell her/him what s/he keeps, what s/he accepts and what she refuses.
(because even if the initial intention is positive: earning money, giving joy... it does not mean that the person will no longer make money or give joy. It only means that s/he will no longer be obligated when s/he does not want to do it)
 - Your father/mother wants you to be..., to do... - for each items the person will say to his parent: "I accept to have..." – "I refuse to give/to be..."
- 11) While still standing on his/her moment of conception, ask the person to turn around to now face his/her present and future. You will repeat what she chose to keep at the end and then make an anchorage (on the shoulder for instance)
- 12) "Here at the time of your conception, you are in contact with what you want to keep, with the positive that you took, and you are going to step forward until today, because to taste the flavor of tea, we don't have to eat the leaves; it's more convenient to use a strainer; you don't have to take the rest, it has nothing to do with you anymore. And now you will grow up until the present moment and even beyond into your future..."
- 13) In conclusion, you will write down what you decided to keep "....."
Ex: a daughter alive, independent and joyful
 - **Optional** (depending on the person's feeling): in order to be in her/his identity, put a hand on oneself. This creates a sort of anchor.
 - **Walk through all the steps** with the notion that from now on "I am in my own project" (at least one part of my project if I did not do the project of the other parent). Bring all these resources until the present day: as you're going back you grow into your own identity.
 - **we can turn toward the future:** eventually once we are at the present moment we can also decide about what is important for us in the future in relation to this identity.

Absence of project

- The absence of a project is also a project in itself.
- But pay very close attention to make sure that this absence of a project is not a **mental response**. For example, a person says regarding her father, *"I know that he doesn't care and I think that he has no project for me."* Here we are really in the mind, the control.
Sometimes it's easy and sometimes it's not: the therapist must be vigilant and check that the person is inside, in the parent's energy/space: ask the names of the parent, his/her job, and all the details regarding the parent.
- **If there is really an absence of project:** the objective then is to ask the parent where his attention is focused. It's not really that there is an absence of a project but rather that the desire is not focused on the child but on something else. So it's interesting to know on what s/he is focused since the child will represent it constantly in his/her own story.
- **There is always something**, otherwise it will be sterility. If it's a project of non-conception, people come to consult for sterility issues. There are so many people who want children and don't have any. And the other way around--so many people who don't want children and have several!

Conscious and unconscious

- **Whatever is conscious** is irrelevant: what the person knows is not of interest, it's what s/he does not know that is relevant.
- **The unconscious is stronger**, it's the one which runs the show. So the person should really be in his/her parent's subconscious. For example, the person can say that his father did not want a child at that moment of his life but it's the person who speaks. Then he goes inside the conscious space of his father who says, *"a child is annoying"*. And when the person then goes into his father's unconscious, he feels *"I'm experiencing this right now in my life and it causes this and that"*. **There are 3 levels: what the person says + the parent's conscious + the parent's subconscious.**
- **Training the subconscious:** the more we do something, the more the subconscious and our neurology will be pulled in as a track, which become like ruts on the road: we go in easily and thanks to that we access the most unconscious information. So do not hesitate to insist and go further.

Benefits of the protocol

- This protocol sheds light on the purpose of our own choices.
One of the benefits of this exercise is that it enables us to shed light on the purpose of our professional and emotional choices, as well as many other life choices.

Different access to the information: emotional, corporal, etc

- Sometimes the information is accessed through a sensation, an emotion, at the olfactive level or as pain. It happens that during this protocol we experience a new sensation when going in the parent's space. And when getting out of that space it disappears. Maybe we are in contact with the memory, the story connected to the mother or father's space at this moment.

- Different access to the information: the information can come through solely a corporeal/bodily manner or solely an emotional manner. Some people enter the space and feel pure sadness; other people have an image, or a sound emerges; in other people it will be an opinion, a belief. We are dealing with the different facets of the individual which include the body, the sensations and the thoughts. Then suddenly everything starts making sense. It depends on the person who has developed adaptive strategies around what s/he can welcome, what is good for her/him. It's the organs which express and free the memory of the encodings.

Diagnosis-protocol and therapy-protocol

We become aware of the information and at the same time we address it. So at the same time there is both diagnosis and therapy.

We find the meaning and it sheds light. Then we address it and we are free

WHERE DID I COME FROM?

"Where did I come from? Where did you find me? Asks the baby to his mother.

She cries and laughs at the same time and holds her child tight against her chest. She answers him:

"You were hidden in my heart, my sweet love, you were my desire. You were in my childhood dolls and when each morning I was modeling in clay the image of my god, it was you that I was making and unmaking back then. You were on the altar with the divinity on our hearth; we were adoring it; I was adoring you.

In all my hopes, in all my loves, in my life, in my mother's life, you lived.

The immortal Spirit which watches over our hearth cherished you in its heart from time immemorial

During adolescence when my heart was opening its petals, you wrapped yourself around it like a floating perfume.

Your delicate freshness would cover my young limbs with velvet, like the pink reflection before dawn.

You, the cherished one from the sky, you whose twin was the early morning light, you have been carried away by the swells of universal life which has dropped you off on my heart.

While I was contemplating your face, the wave of mystery submerged me: you who belongs to everyone, you have been given to me!

Out of fear that you would escape me, I hold you close against my heart. What magic delivered the world's treasure in my frail arm?"

Rabindranath Tagore

PROTOCOL**CONTACT WITH ONE'S SELF**

(The therapist stresses on the postural synchronizing)

- 1) Place the timeline which stretches from conception to today.
- 2) In dissociation, let appear, let come an experience in which you have felt completely in your skin—an experience in which you feel really in alignment with yourself. Consciously you can decide on an experience, a moment where you felt in contact with yourself, and you step straight onto the timeline, to this memory of this intense experience.
- 3) Once on the timeline, answer this question, “if your inner experience were a color, which color would it be?”
- 4) Write down this color.
- 5) Then you dissociate yourself and you look at your timeline to find all these moments of your life where this color was present. In other words—other times where you felt really connected with yourself. This will intensify your positive experience. If there has been only one, it's also sufficient and you can anchor it.
- 6) It's possible that you might conceive of your line like a *dotted line* (like in the middle of highway). Starting on the first color and going toward the most recent one, you are going to move from one dot to the next, accumulating the same sensation. And this way your experience is going to intensify even more.
- 7) Once you are at the height of the intensity, you do a self-anchorage: “if what you feel was a posture or a gesture, what would it be?”

TIP

If the person is unable to get in contact with herself, then ask her,
“what is the danger to be yourself?” or ***“Is there a danger to being yourself?”***

And ***“what is it that will allow you to find a resource which will enable you to discover how natural it is to be who you are?”***

PROTOCOL**MY LIFE'S PROJECT-PURPOSE**

Objective: to be in contact with one's self, in the soul's project - the project comes from somewhere else.

At the person's death, we make an assessment of the person's life so that we can be in contact with the soul's project for the person.

People around say who he has been, what he has brought.

- 1) You draw a timeline with the moments of present, conception and death
- 2) You find a concrete moment that you have experienced where you are in contact with yourself, your desires; an experience where you felt in contact with your values, with what only you are and have.
- 3) Once you have found this moment, you step onto the timeline at this precise moment, facing the future. And you get in contact again with this experience.
If it was a color, it would be... (+ anchor it)
- 4) You step out the timeline and you look at it. Where do you see this color [name the color] in your past?
- 5) Associate again on the timeline. You go from your conception on those spots of color [name the color]. You may have forgotten the memory; you only contact the moments of your life where there is this color, and you are going from one spot of color to another, like on the dotted line in the middle on the road. And you continue into your future, until a very old age – this line will even lead you until your death [step on the chair].
- 6) Once on the chair, you look at your life, everything you have experienced since your conception. You who are the soul of [name of the person], his/her identity, his/her essential being, what do you tell yourself about this life? (a word, a value, a sentence, ...)
- 7) Now you are in your coffin, and around you, there's your family, your friends, the people who love you, and you listen to what they say about you. To them, who is [name of the person]? Why did s/he come on Earth? What is it that your soul allowed them to do?
(Sometimes our friends know us better than ourselves) – Reformulation
Finally it's obvious, you came on Earth to
- 8) Go back to the time of your conception and you are aware that your project is....
Your soul had its own free-will.

There is dad's project, mom's project: what you took from dad/mom (anchor on the shoulder) - and in the middle, between the two, there is your soul's project, the purpose of your incarnation (anchor on the head) among all the good reasons to come and live this adventure. Then you move forward until your birth with this awareness, this lucidity, until today, and tomorrow...

In front of you there is an endless carpet of flowers or anything else you like (color...). You walk on it aware of your own project-purpose (do it at least 3 times to train biology) and on the 4th time, you stop on the present and say = **I AM...**

PROTOCOL**BRIDGE TO THE FUTURE**

- **Indispensable** to do it at the end of all protocols (a little or a lot depending)
- Use hypnotic or metaphoric language (in a month, in two months, in a year...)
- Have the person speak in first person: "I"
- Allow neurology to give the person the experience of the resource (pile up all the resources, experiences...)
- Bring to awareness new positive beliefs

Protocol 1

- Imagine yourself tonight with this new resource...
- In a few days at work...
- In a week in a different place...
- In two weeks in another location...
- Do this again over a period of several months (move one step at a time)
- At each step, ask "how do you feel?"
- Try on this resource in several contexts

Protocol 2

- See yourself in a big picture, in the new situation, in a month from now with at the right upper corner a small picture of the situation before.
- Make a step forward to enter into the big picture and move the small picture behind the big picture.



MEMORIZED BIOLOGICAL CELLULAR CYCLES (MBCC)

GENERAL INTRODUCTION

Like nature, the human being lives through cycles.

Our body carries the memory of our life events. An anniversary date, an accident, everything is in our brain. Our brain has an amazing ability to recall; it performs an unconscious re-reading of our past and all unresolved traumatic events. Even though the events are different, the feelings are of the same tone. There tends to be a resonance in the recurring events, as if we are being given another chance to become aware of the theme and finally deprogram it.

Protocol – Biological cycles

Set up a timeline and on this timeline determine the date of autonomy.

On this timeline:

- Place the important/significant events (positive and negative)
- Divide by 2, 3 and 5
- Identify the repetitive patterns

Memory is cyclical

MARC Fréchet has discovered that some conflicts are connected to a cycle recorded by the brain, which is codified in an engram. (According to Wikipedia, an engram is a unit of cognitive information imprinted in a physical substance, theorized to be the means by which memories are stored as biophysical or biochemical changes in the brain or other biological tissue, in response to external stimuli.) This leads to memorized biological cycles.

The brain records all the life events with their specific feeling at the time as well as the **precise date**. Being programmed in terms of biological survival, situations are experienced in a specific state of stress (positive or negative) and will serve as references for our functioning during our entire life. Since birth, all positive and negative events have been recorded by the brain; this recording is done at the emotional level, as many people already know, but also at the time level.

The “recording” related to time is interesting when it comes to the Memorized Biological Cellular Cycles. The human being has indeed a sort of biological clock: each time one precise information is incrypted in the “hard drive” that is the brain, a precise hour and a precise feeling is recorded with it.

And we continue living this way by building a “log” (library of events) tagged with a corresponding “date and time”.

BASIC STEPS TO FOLLOW

1 - Sequences

The frequency of appearance of the stresses/problems is regular and the stress repeats itself on the multiple of the age of the initial stress. For example: 5 – 10 – 15 – 20 or 7 – 14 – 28 etc.

During the person's life, this cycle unfolds without her knowing. Some psychological or somatic events will show up like a sort of a replay of the events **from the earlier cycle**, but most of the time they go fairly unnoticed. When the person shows physical or psychological symptoms over time, this concept of biological time can help us explain their current issue.

Events recurring upon anniversary dates will not always be the exact same kind as the one at the origin of the cycle but we'll be able to **find the common point**.

2 - Fractions

- Find the triggering conflict; for example, an event that happened at 30 years old
- Divide the age of the triggering event by 2 (15 years old)
- Divide again by 2, etc (7.5 years old, etc)
- Until you find the original stress → which is the one that must be defused (programming conflict)
- Prevention: if we know the programmed frequency, we can deprogram before we reach the next multiple. The event could happen but it will be greatly minimized. The goal is prevention.

3 – Autonomy cycles

Autonomy = no longer being dependent on our parents. The person is independent regarding the accommodation as well as at the financial and material level. The person no longer needs her/his parents to survive; s/he considers herself an adult and at this precise date becomes fully responsible for all her actions in life.

Autonomy can be acquired through **marriage, professional reasons** (must move far away to work), or after a tragic situation such as the **death of both parents**, or leaving for the army, etc.

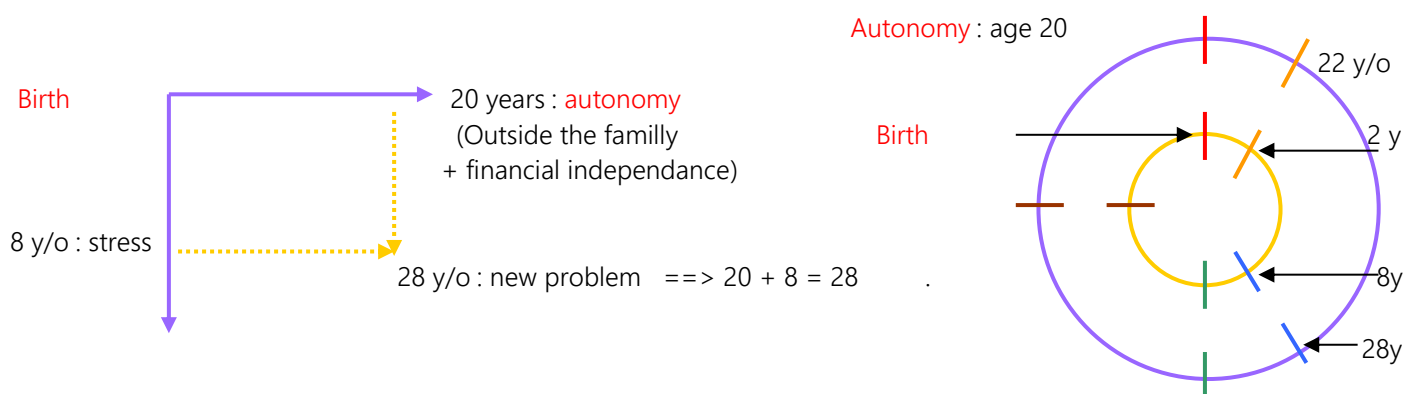
This autonomy would correspond in a way to a second birth at the symbolic level: the brain sets the clock back to zero. Outside the family wall (when birth = outside the mother's womb).

So autonomy = new beginning, new birth, new life. We just got born again.

What happens during the period that goes from birth to the age of autonomy will come back as an echo starting with the second birth that is the age of autonomy.

EXAMPLES

[y/o = years old] - [ms = months]



If a stress occurred at age 15 and the autonomy occurred at age 25 → $25 + 15 = 40$: Something might happen at age 40.

Reverse process: If at age 27, a problem occurs, search for the age the person had a problem that remained or has become unconscious by taking into account the age of autonomy. Pb at age 27 + autonomy at age 20 → Maybe 1st conflict at age 7.

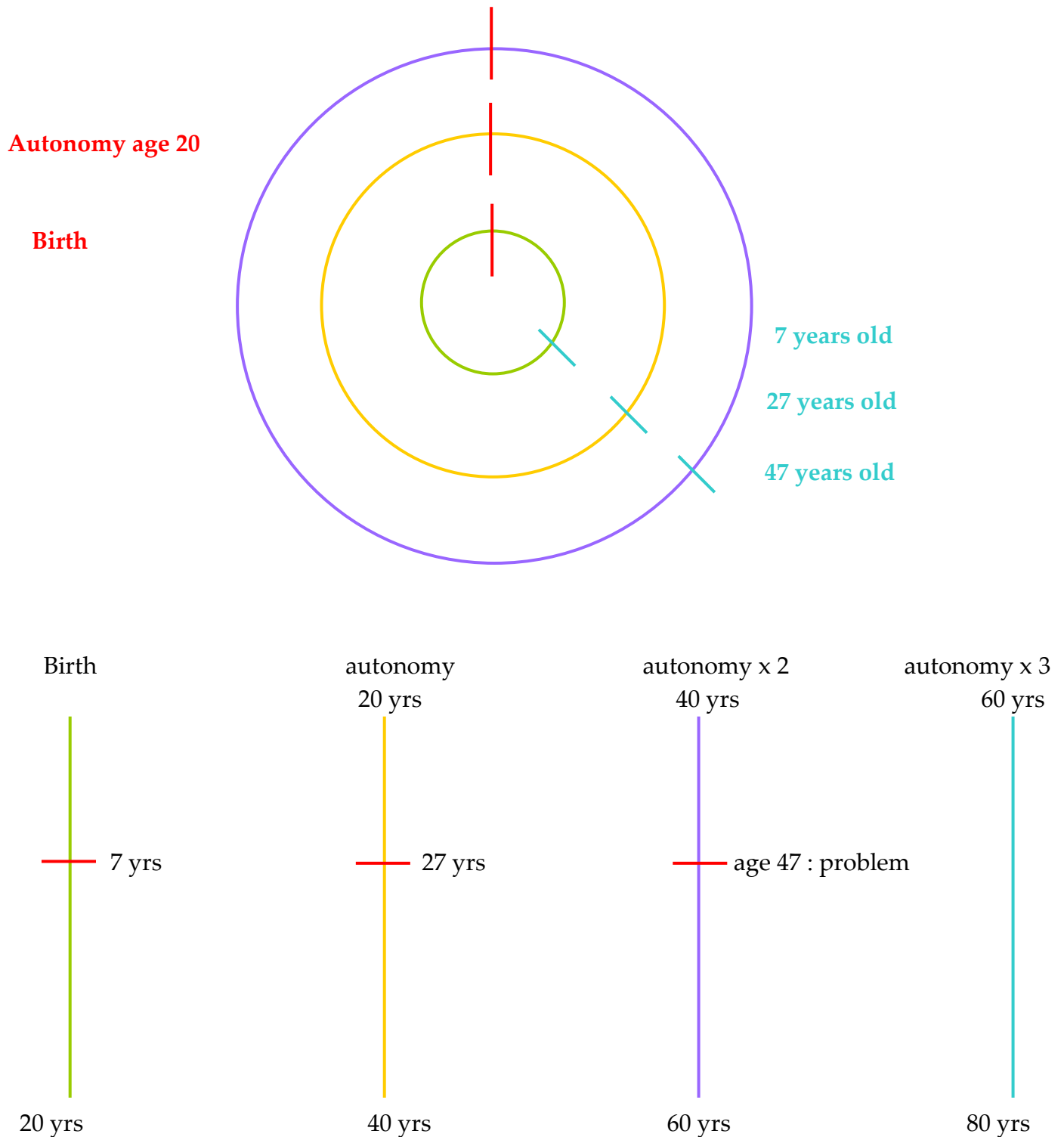
If at the double of the age of autonomy (at 40 years old in the chart above) we still haven't resolved the initial problem (age 8 in the chart above) then we start a new cycle with a new date of autonomy (40) and an anniversary date (48). This way at the age of the new autonomy (40) + age of the 1st stress (8), a new stress might happen (in our example it will be: $20 + 20 + 8 = 48$).

Example 1 :

age	first cycle		age	first cycle		age	first cycle
0	Birth		19 + 6 ms	autonomy		39	new autonomy
6 + 6 ms	First grade with problem #1		26 autonomy + 1 st stress	problem #1 bis		45 + 6 ms 39 + 6 and 6 ms	problem #1 ter
11 + 3 ms	End junior high school: problem #2		29 + 9 ms autonomy + 2 nd stress	pb #2 bis		50 + 3 ms 39 + 11 and 3 ms	pb #2 ter
19 + 6 ms	autonomy		39 autonomy x 2	new autonomy		58 + 6 ms autonomy x 3	new autonomy

Example 2:

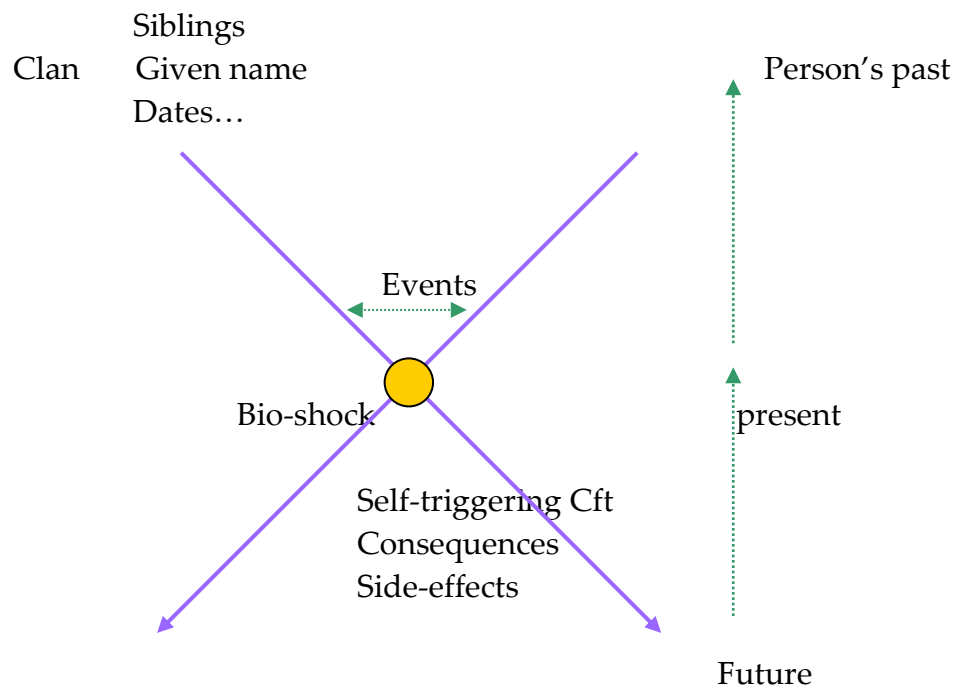
age	cycle #1		age	cycle #2
0	birth		24 and 6 ms	autonomy
2 and 6 ms	Boil on knee		27	Knee surgery
24 and 6 ms	autonomy		49	new autonomy



In this diagram: problem at age 47 + autonomy at age 20: this problem at age 47 is in echo with 2 other problems and ages: one at age 27 and one at age 7 → search for what happened at these ages. The conflict experienced at age 7 is likely the initial conflict regarding this problem → by “defusing” this first conflict, all the other conflicts connected to it should defuse as well.

First program at age 7: for example: fear for my stomach → working on the first conflict puts the person in a situation where she can resolve the programming conflict.

We don't have to remember what happened at age 7, it is remembered in me and I have fear.



FLEMING'S STORY

This is a true story:

There was a man named Fleming who was a poor Scottish farmer.

One day while he was trying to earn a living for his family, he heard a call for help from the nearby marshes.

He dropped his tools, ran to the marshes and found a scared little boy sunk to the waist, screaming trying to free himself.

The farmer saved the young boy from what could have led him to a slow and cruel death.

The next day, an elegant carriage comes to the farm.

An elegantly dressed noble gets out of the carriage and introduces himself as the boy's father.

"I want to reward you, says the noble. You saved my son's life!"

"I can't accept any payment for what I've done," replied the Scottish farmer.

At that moment the farmer's son shows up at the door of the shack.

"Is it your son? asked the noble.

"Yes," answered the proud farmer.

"Then let me offer you a deal. Allow me to offer your son the same education as mine. If the son resembles his father, I'm sure he will become a man which we will both be proud of."

And the farmer accepted.

So the son of Fleming the farmer studied at the best schools and at the end, received a diploma from the Medical School of London's Saint-Mary's Hospital.

Motivated by a big aspiration, he continued until he became world-renowned. The famous Dr. Alexander Fleming then discovered penicillin.

Many years later, the noble's son who got saved from the marshes, developed pneumonia. Who saved his life this time? Penicillin.

What was the noble's name? Sir Randolph Churchill and his son Sir Winston Churchill.

Someone once said:

Everything that goes away comes back...

Work as if you don't need money.

Love as if you never got hurt,

Dance as if no one is watching you.

Sing as if no one is listening to you.

Live as if the Sky was on Earth.

PROTOCOL**LIFE CYCLES AND TIMELINE**

A walk through time through the events and the themes of our life.

A way to figure out your cycles through using the timeline and finding the pivotal point.

PROTOCOL

- 1) Step onto the timeline on the point of conception.
- 2) Move forward and feel what happens at birth (year 0). It's the time when we leave the mother's womb.
- 3) Continue to move forward on the timeline: 5, 10, 15 years old... and pay very close attention to see if you feel something similar to the moment of birth. For example at 19 years, 10 months and 3 days old.
- 4) Bring to awareness your current age. Then write it down on a sheet of paper. Multiply this age by 2. In each column, write down all the times you've moved, the first menses, your studies, diplomas, first sexual relationship, birth of your children, marriages, divorces.... And let the diagram appear with the happy, unhappy and neutral moments.
You can also write diseases, surgeries, accidents. Write down the moment of diagnoses and bio-shocks if you're aware of any. And finally, the time of the consultation (today).

OBSERVE REPETITIONS

Within the cycles it is interesting to observe repetitions. From these repetitions, in a very simple manner, write down, highlight and let emerge this "something" that imposes itself. Do this until you find the concealed event.

INTENTION

On the timeline: define which event you want to find – it's the INTENTION.

If you use the timeline to find an event, it is important to decide on the parameter you want to work on. Your parameter can just be that you want to find the time of your autonomy in terms of leaving your parents' hearth. If you want to verify your financial or emotional autonomy, then set this up as your initial postulate. Ask yourself what you're looking for. Because what you find on the timeline depends on the initial postulate. So define well what you're searching for.

MAKE THE PERSON EXPERIENCE THE PAST SITUATION AS IF IT WAS HAPPENING IN THE PRESENT MOMENT

When doing the timeline, it is important to make people speak in the **present tense using first person: "I"**

ECHO

The subconscious scans all bad experiences.

Starting with the second cycle, the person experiences again at age 25 what she lived at age 5. For instance, if one achieved autonomy at age 20, it's as if the subconscious were scanning all the difficult events experienced at age 5, 25, 45, etc. **Everything that is not resolved comes back in the next cycle.** We are going to visit all those events.

TO RECAP

Position all the events and let the meaning emerge from them.

First: set up all the events. Note the dates for each event. Sometimes some research is needed because we don't remember everything. To help you, you can use family pictures, birth certificates, marriage certificates, etc.

Secondly: write down the meaning of the event.

BE PRECISE

Be precise in re-examining or giving or suggesting a meaning to the event

It's interesting to write down the events but it's more important to find their meaning. It's important to be precise when finding, giving or suggesting a meaning.

PRACTICE TO GAIN EXPERIENCE

The more you use the cycles, the more experience you will gain, the more practice you will have. And then you'll be able to make connections between the events. One must use them. There are some replacements, laws and principles that are recurrent. There aren't many though but in the end evidence will emerge.

DON'T HESITATE TO ROUND THE AGE UP OR DOWN.

There is a bit of mental gymnastics to do with the numbers. We can find some events to the precise month or even the day. But when we want to go faster and have an idea of the implications in our life, we can round up or down. If we are not sure by a year or two, then we work with that uncertainty. It allows us to have the satisfaction of moving forward in our cycles. Then we'll be able to fine-tune, to be more precise. But when we start and are new to it, one should not hesitate to round up or down. It's really a walk through time, through the events and the themes of our life.

PROTOCOL**AGE OF AUTONOMY**

1. Ask the person what she considers her age of autonomy (precise: 19 years old or estimation: between ages 18 and 21 for example)
2. Imagine a first line on the floor that goes from birth to today
3. Do the first pivotal point at the time of birth, one foot in the uterus and the other foot outside: *"You leave this enclosure, you become independent from your mother's womb, how is it, what do you feel?"* (Write down this feeling and the body's sensations.)
4. Then step on the supposed time of autonomy (ex: age 19) and verify how the person feels. *"Is it the same feeling and sensations as the one at birth?"* If yes, then we are at the correct age of autonomy.
If it's an estimated age or the feelings/sensations are different from that of birth, search with the person in the period a little before or a little after in order to find the feeling of autonomy. *"How is it at 18 years old? ... at 20 years old?... at 21 years old....?"* To find this precise moment = how old are you, what year is it, what month? Is it in the summer, winter? = this instant is the age of autonomy.
5. Set up 2 or 3 additional lines parallel to the first line with the age of autonomy.
6. Ask the person what age, what event or problem she wants to visit. When does it occur and what day?
7. The person places herself on the second or third line right on the experienced event s/he wants to shed light on; the person places herself at the moment of the trigger and describes it in the present tense.
8. Then the person makes a 90 degree turn to face and look at herself on the other line (2nd or 1st line)
9. Still in dissociation:
 - Option 1: ask her about how old she, the kind of event that she is experiencing and what is happening.
 - Option 2: let the person look at herself and describe what she sees, what she is experiencing, "look for the resemblance in this situation and what has not been heard, seen, said, etc."
10. Step on the first timeline (programming), let the person release, express her needs, guide her, etc.... Do the 5 levels of the therapy, empty the feeling, bring the resources, change the beliefs, change the story.
11. From this 1st line, the person will transmit this experience in full awareness and then go back on the second line (or 3rd line) to verify the transformation, the change related to the initial event she chose to work on in the first place.
12. Let the person grow until the present day.

ORDER OF BIRTH (siblings)

ORDER OF ARRIVAL IN THE FAMILY

An important rule governs the circulation of memories. The main principle relates to the order of arrival in the family. The eldest is the #1, the second one is #2, and so on. Still-born, death of young children, miscarriages and abortions must be counted. Indeed, in Biodecoding® and transgenerational therapy, any life that started must be counted in order to determine the place among the siblings.

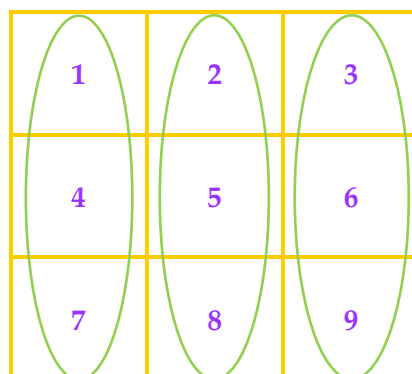
In the mother's womb, there are cellular memories of all the conceptions: they are recorded in the survival database.

The vibration related to the precise order of birth is specific to the family and common within all the members who share the same order: It's the law of chronicity related to what we carry, a memory, a vibration. This law applies to the order of birth and also to the other elements connected to the ancestors.

The order of birth allows to us to understand better the relationship between members of the same family: what we re-play is the quality of the relationship. The numbers 1, 4 and 7 are in resonance— so are #2, 5 and 8 – so are #3, 6, and 9.

CELLULAR MEMORY WORKS BY 3

- All the 1st, 4th, 7th, etc children among the set of siblings have the same family memory and are connected to all the 1st, 4th and 7th of the family tree. Before the 1st child, no parent: it's the first child that make a parent so there is a role of being responsible but there is not yet a family, only a couple with one child.
- All the 2nd, 5th and 8th (etc) children of the same set of siblings have the same family memory and are connected to all the 2nd, 5th and 8th members in the family tree. In general the 2nd is here to be in service to the 1st.
- All the 3rd, 6th and 9th (etc.) children of the same set of sibling have the same family memory and are connected to all the 3rd, 6th and 9th members of the family tree.



- All the numbers of the first column 1, 4 and 7 are made of straight lines only.
- All the numbers of the second column 2, 5 and 8 are made of straight lines and curved lines. For 8 the straight lines are observed where the lines cross.

- All the numbers of the third column 3, 6 and 9 are only curved lines.

CASE OF TWINS

- For biology, the second born child is considered as #1 because s/he stayed longer in the mother's womb. If in doubt, do an investigation through the game of affinity, resemblances and choice of the given names to determine the true order within the family.
- Bleeding at the beginning of pregnancy is often interpreted as a spontaneous miscarriage of a twin.

If a child thinks s/he is the eldest and that the mother had for example 2 abortions before him/her: there is an incompatibility in his/her mind and s/he is highly disturbed. Indeed, s/he knows everything; the information is in the brain, even the unconscious one. S/he will have difficulties to integrate, find his place, have issues with numbers (putting them in the right order, and some issues with math and computation)

