

Ep #196: Human Design for Educators and Students with Ellen Hefty



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Welcome to *More Than Mindset*, the only podcast that bridges the gap between spirituality and success. Go beyond the mind with clarity and confidence Coach, Kim Guillory, and learn how to integrate your passion to serve with your skills and experience to create a business you love. Let's get started.

Hello and welcome to the *More Than Mindset* show. I have an amazing guest today. I'm so excited to bring Ellen Hefty to the call and to talk about what she is bringing into the school system with educators and students. Ellen, I'm going to let you go ahead and introduce yourself, and then I have a few questions for you.

Ellen: All right, great! Thank you. Appreciate being here. I left education after twenty-two years; took an early retirement in 2013. I felt very frustrated and just could see that the system wasn't working and felt like I wasn't able to make the changes I wanted to make, wanted to change. I had been both in the classroom as a teacher, but also as an administrator for six years.

I was an assistant principal and also had a Special Ed director as part of my role. So, kind of have seen schools from all different directions and just walked away. And just promised myself that I was going to go out and find something to bring back to schools. Went on my own personal healing journey, which typically is what happens, and in that process, was introduced to human design about four years ago, and have been doing my own experiments with it. And as things have developed, realized that this was the tool that I felt that we could easily take back into classrooms to help kids be their authentic self. My passion is to help those kids that feel like they don't fit in that and really, that's most kids anymore.

And help the kids who—I was that misfit. I'm a projector and an orchestrator and I was the one that felt like I didn't fit in. And so, I wanted to go back and help those kids like me. And so now, you know, I have a podcast. I have an online school and just really want to dive in and get the message out there that I'm here to help educators who are open to trying something new.

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Kim: So, exciting. I was the misfit kid, too! Like, I didn't like to sit still, and I didn't like all the rules and I didn't want to do the things they wanted me to do. Right? And I just saw it as I was the problem. And the teachers would pass on my name from—I mean, I know that's hard to believe that I would've misbehaved, but they kind of knew what was coming.

Right? And that's what happens. I remember that with my kids in school, too. You know, they had the conversations in the hall about *the* kid or *that* kid. And so, there's... even if the behavior changes, they've already got the belief, and so it just, they label, and tag, and it moves on. And I'm not saying that's, like, as, "Oh, they're so bad."

I don't mean it that way at all. It's the way that we understand and communicate. You know, it's like, it's just what we do. But what was the first, when you came across human design, what was the "OMG! If I could get this in classrooms..." What was that realization for you? What did you realize about yourself that gave you that hit of inspiration?

Ellen: When I tapped into the younger version of myself and how painful it was to go through school. Not be feeling like I was being seen, not feeling I was being heard. So, it was, the motivation for me is kind of that young part of me that is like, "Okay, now I've got a solution. I can go back in, and I can bring this to kids and bring it to teachers so I can help them." Because teachers are doing the best they can with the tools they have. This is not a teacher problem; this is a system problem. But this is something that can help teachers kind of maneuver through the system until the system starts to change.

Kim: I love that. So, good. And we know it. And they know it. And no one would still be in the classroom if they didn't truly desire to teach and be an inspiration for the kids and to be a part of humanity, doing something. You know, like, we all want to create something and helping create little individuals is pretty cool. Right? Developing kids, adults. I know. That's why I love coaching.

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So, I'm curious about the part with the—you said, "I recognized, I tapped into the younger version of myself and I recognized." Like, where you had that wounding from not being recognized. Do you recall what was the behavior that came from that? Or maybe even—you're welcome to ask me to reframe anything because I do kind of weave—but, seeing it from that perspective of: "this is how I felt, so this is what I did, like this is how I behaved." And as an educator and administrator, did you see that same behavior in other kids and then started putting it together like, "Oh my gosh. If we would've known that about them, I would've treated them differently, or I would've...." Yes? Can you talk about that?

Ellen: Absolutely. I think the biggest thing for me, not only in my own journey of, you know... I felt like I was the kid. I was the kid that was hyperactive, and that's because, not going too much into my design, but I have a lot of openness. So, I was amplifying all this energy and all this energy.

So, I looked like I had energy for days, and then I'd go home from school, and I'd crash. And so, I was the kid that they said never could sit down, never could, you know, could pay attention. But what happened for me is when I found it and I thought back to those kids in my classroom and I thought, "Oh, that's why they kept challenging me on that."

And I had middle schoolers as a teacher. So, some of them already might have been conditioned, but there were some kids who held strong to them. "I should not have to show every step!"

And I battled them! And I know now that those are my manifesting generators. Those are my time benders that are like, I'm here to learn how to skip steps.

And I was saying, "No, you've got to write down all your steps." And I did that, I think, because, you know, big picture system-wise, you know, for the state testing, those are all parts of the rules that we had to follow. But had I been able to honor that child and say, "I understand that this has you going against your design, but sometimes we do have to try to fit into the system

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in ways so that we can be successful. But know that this is asking you to take a little bit of a detour from the way you really normally operate."

It would be honoring that child's way of operating.

Kim: Well, I think it would also be—I'm going to speak for them. Of course I don't know, but I think it would be honoring what they want from the children also. Like, the reason that they're in the position they're in is like, if I know a path, an avenue, a detour, that can actually get the result that, like my why is to help them do this. And if I go on that exit instead of exit 75, I take exit fifty-one and I'm going to be able to get that. So, it's really, yeah, my question would be how open as an educator would you have been if someone were like, "Hey, we can take a detour. You still have to go on I-49 or whatever, but there's a detour for some children, you know. There's some things you're going to see when you go here."

Would you have been willing, as willing, while you were full time, before you ever knew about human design? I'm curious.

Ellen: I would've, because I was that teacher that would go—I went to trainings for giftedness, and I had kids on individual plans who weren't Special Ed. They were the higher-level kids, and they didn't have to do the traditional homework every day. If they could demonstrate that they could do the work before me even teaching it to them, they didn't have to go through and do the entire chapter, the entire lesson. And they were given alternative activities.

So, I was that kind of that teacher. But I'm also a projector, so that could be part of it. I... there are teachers that are just looking. They just don't know the answer. It was, that was me too, is I didn't know how to reach *all* of them. There were still kids that were falling through the cracks, even though I was open to trying many different things.

Kim: Yeah. And so, because that's who you were..., it's just to find those like you. If you're out there and they're out there.

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Ellen: Yeah.

Kim: Yeah. How certain do you feel about that? Like, if I'm there, there's got to be someone else. I've just got to get this into the right hands. Do you have that?

Ellen: Oh, I have that feeling. And I also have the feeling that the younger teachers aren't so... hypnotized by the system. The younger teachers are the ones that I believe are obviously going to be open to something new and something different, because they're just in a different level of consciousness at that age, typically. You know, they're the ones that are kind of trying to buck the system.

And it really comes down to, for me, it comes down to that I walked away because I knew there was a solution somewhere. I just knew I didn't have it and I was in a position where I could walk away. You know, not every teacher can do that. And so, I want to go help all the teachers that are burned out, that are just waiting for someone to come in and say, "This doesn't have to be this hard."

We can make this really a lot simpler and be able to do it within the mold of the system. And then the system will start to change because classrooms will start to change and educators will start to change and administrators will start to see, "Oh my gosh. Look at how much success we're having and we're not making—we're not burning everybody out. We're not causing all this anxiety."

Kim: Yeah. How do you imagine—I want you to take me on the fairytale—how do you imagine it could be like on the biggest spectrum? Like, what do you envision is possible? Like, what is the potential of having this sort of classroom and school?

Ellen: Like if there was no system it had to fit into? If I could design the system, you mean?

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Kim: Yeah, just what is like if you—I'm just going to give you permission to go all out!

Ellen: Well, my vision would be number one, we start to group kids by their energy types so that we put the non-sacral beings not with the sacral beings. So, we allow a little bit of opportunity to teach them in different in different ways.

And this is all something we'd have to experiment with, you know? But I also imagine someday where kids, by using their strategy and their internal mechanism for making decisions, they start to decide what they learn. They have a choice over what they learn, and they're invested in it, and they have, they feel passionate about it.

And of course, we have to, at an elementary level, teach kids how to read, write, you know, all those things that are really the foundation of being able to know how to learn. But once they have those, you know? I mean, I can't tell you, when I taught math, how many kids sat in my classroom, and they knew they'd never in their lifetime need to use geometry ever again.

And I don't know what exactly where it goes. I probably... that's a question I'd have to really run my wave over because I'm not. I don't know that I've dreamed that far. But I definitely dream and picture, you know, a map of the United States and there are lights in every school district and all over the country and we just keep turning on lights in schools. And there's more lights and before we know it, the whole United States is lit up with teachers who are empowering students to be themselves and it's successful.

Kim: Speaking my language. Individuality is... the service that we offer the world is just being yourself. That being our contribution. That uniqueness, that's a complete opposite of the system, of the, you know, indoctrination and trying to make everyone the same so that we can pass more people through a system. Like, [robot voice] "let's find a system for this" with humans.

Ellen: Yeah, you can't do it.

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Kim: So, for the sake of the audience who does not know what human design is, never heard of it, I would love to hear if you could take us through all four, five, like, just an example of, so a kid could be behaving this, but this is the potential of that. Like, in other words, what's like the side effect of being in the wrong?

I know my question is a little off, so I want to make sure I say it. So, imagine that we have this group of kids and the behavior that they are portraying not being themselves. Like, some people would say the non-self. What does that behavior look like so that someone who's listening could maybe just like, just see that? And be aware of it, and then what *could* it look like? So, would you be able to take us through that?

Ellen: I believe so. You stop me if I seem like I'm getting off track.

Kim: Just a little snippet of... so, you might have a kid that's—because it is behavior. It's not the kid that's behaving, dot, dot, dot.

Ellen: Yeah.

Kim: And if they, it could be this.

Ellen: I'll give you an example. I work a little bit at the YMCA, and I have a kid there who—I looked up his chart because he was just all... he can't regulate his body—he's a kindergartener. I look up his chart and he has energy for days! Because he has all his motors defined and he has energy for days. And once you start to understand that and you realize that you've got to continuously have him involved in something, continuously have given him opportunities to be doing something productive, something that he's really interested in, it's going to make a complete difference.

I think the other example would be the kid like me, who it looked like I had a bunch of energy, but had somebody understood how my energy works, would need to know that I need time for breaks. I need to be alone. I need to be away from people for a little while to kind of decompress. Otherwise, I'd start looking like those kids who have energy for days.

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So, I think it's just more than anything, I think, to me in a nutshell, that's the basic difference that you look at those kids that they start to actually look like the opposite of what their design really is.

Kim: That's what I mean. That's what I'm talking about. Like, look, I'm thinking about for myself as an emotional generator. And that not being able to make a wait to make a decision. You know, not being able to, like, even if it was just a question I had to answer, but not being able to pause and, you know, and feel the pressure, so much pressure. And even today, if I have to make a decision or if anybody like... I can't.... I wasn't even aware of how intense it was like I am right now, of how urgent it feels in my body. Like to have to make something on the spot when it's... like anxiety, a huge anxiety. Even on deciding what to eat and you've got to hurry and you're in line next and so, that comes off as frustration and bad behavior because of my reaction—

Ellen: Yeah.

Kim:—to that pressure. When I'm actually very flexible. I'm super... but it doesn't look like that.

Ellen: No. Because we live in a world where they want an answer right away. I had that today when the doctor called and see if I wanted to reschedule my appointment. And they're like, "Do you want this time?" And it's like, uh, I don't, you know, like give me a chance to run my wave. Give me a chance to soundboard and talk it out loud. You know, which is what my process is. And so, yeah, we live in a world where the teacher says, "Do you want to do this or this?" And fifty percent of our kids need time to make that decision, but they just don't know that.

That's one of the topics I'm going to do in my webinar is, you know, what if fifty percent of the kids need—they're not meant to make spontaneous decisions?

Kim: What about the manifestor, who's like having to stay in the rules, follow the rules, sit in that container for like that many years?

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Ellen: The power struggle. How many manifestors are sitting in classrooms and their teachers just do not understand why, day after day after day, it's a power struggle? Because they don't understand that manifestor is meant to be a kind of given some freedom to go do whatever their internal system says they need to be doing.

And so, just by understanding some of the needs of that manifestor or even teaching that manifestor how to inform, so that there's just not this power struggle. I mean, they're ten percent of the population. So, you know, in a class of 30, you might have three of them.

Kim: Oh, yeah.

Ellen: And those, the three of them are just like, probably look like they're bossy, look like they're controlling. They look like they're trying to tell you what to do. And they kind of are, but that's the way they're designed to be, right? That's the way they're designed to be. Because it's such a gift that they have that ability to kind of get things rolling.

But you put them in a leadership role, you know, you give them some jobs; you give them some opportunities to be initiate, and then you are not going to have such a power struggle. But it's these individual details about kids that could be so helpful to teachers and, and it would be individualizing it, but in a way that wouldn't be that hard.

Kim: Yeah. It's really just having the knowledge. How do you think this is affecting, like I always say, like this social norm? Like you're supposed to be on, like, these certain teams or have friends or when you have the different types that are initiating things or like, I'm saying like the projector and the not being recognized and not getting invited, and then the way that they behave *because* of that, is actually the thing that prevents them from having that.

Ellen: Yeah, well, I mean, I was listening to a podcast the other day about somebody whose child's a projector and they don't get invited to stuff.

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Kim: Right.

Ellen: And so, they're pretty, you know, a pretty independent or solo kind of child in school. And if the teacher just knew, and the kids knew, "Hey, we've got to remember to invite Johnny to these things and know that when you invite him, then the energy's there and the alignment is good."

Kim: Well, I'm thinking of it in the way of their possibly not being invited because of the behavior of the not being recognized. Could you speak to that? What is the—so, if there's a projector who's not being invited or not being recognized, I should say, it's because if we can't make everybody invited, like that wouldn't work.

But let's just say that there's a projector and they've—I don't want to say it. I want you to say it. What, how would they be acting? How would—what would that behavior look like? And then that because that behavior is what's actually stopping the invite.

Ellen: Right. Well, typically from my experience, I went one or two directions. I forced myself into the group or I just didn't even try to be a part of the group.

Kim: What does "force myself into the group" look like to someone who's listening?

Ellen: I became a manifester, and I initiated and said, "I'm going to be a part of this group," and then my energy doesn't work right. If I'm behaving like a manifester. So, I would...

Kim: What would happen?

Ellen: Well, typically I would either get bullied because, you know, I wasn't really welcomed there. Or I could be called... and there's a list of names of there. Or I get there, and it just doesn't feel right, and then I go. I internalize it as "they don't like me."

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Kim: Exactly. That's why I wanted you to list it out because it's such a big—all this stuff—

Ellen: There's something wrong with me. They don't like me when, in fact, it's just an energetic thing. You know? It's like two magnets that are opposing each other. The energy just doesn't fit because there wasn't any—the kid didn't come up to me and go, "You know, you're really good at math and I think you could really help us with this project," or whatever it might be, you know?

Kim: Yeah, it's like I really want to bring this down to the behavior part so that it makes sense to someone who's never, never done it. So, when we were talking about a projector, it's that a projector needs... they're super wi—I love having projectors in my life, you know, to this conversation, which I invited you to and it works fine, but I've actually been in the experience with projectors where they do come, and they talk and I love them.

Like, like I'm looking, and I want to be with them. It's like my brain goes, "I can't!" I have pictures of what I look like. It's like I've been like beat, you know, like pounded on to. Listen, listen. And it's just, like, it's a lot of talk and I can't explain it other than it's like an ice pick in the front of my head.

Me trying to, because I like them, so I'm trying to relate, but my body repels.

Ellen: Mm-hmm.

Kim: And I like to be in a relationship when we have that open communication because I want the wisdom that comes. I mean, I can go to a projector and say, "Tell me what I can't see? Tell me what's going on here? Can you come into my community and give, you know, like show...?" I highly respect them, but I have experienced that closing off.

So, I can imagine as kids who don't have the awareness, it just feels bad. It feels like they don't. They, they just go on and on and on and on. It's a lot.

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Ellen: Yeah. I mean, the biggest lesson for me I had to learn is not everybody wants to hear what I have to say about things. And so, it was waiting—

Kim: Well, well, but what did—but see, like I wanted to hear!

Ellen: Right. But it's for those people that *do* want to hear, because it's kind of like—

Kim: I'm saying the dynamic though.

Ellen: Okay.

Kim: So, what I'm trying to say is, I do believe that the generators want to hear the projector. The thing we're repelled by is the not-self behavior.

Ellen: Mm-hmm.

Kim: Like, I'm trying to separate, to say this in a way that separates the person from the... so, I'm speaking up for us who are saying "No, we want to hear what the projector has to say." And I'm speaking not just for myself, but we have this conversation in my community. We want to hear it. And it sounds like the Charlie Brown teacher. "Wah wah wah wah."

It's crazy. And I'm like trying to, like, slap myself out of it and I'm trying, like, I'm trying to say... And I—Oh my God. Why? Like, and it was just that oh, the flowering, the opening, to be able to, the permission just, "Hey, do you want me to tell you? Are you sure you want to hear?" And then poof! And I mean, it just... it's so... I don't know if you know that, if you've experienced that, but...

Ellen: Yeah. I mean, somebody called it the projector-generator dance. Like, asking for you to respond. Do you want to know what I have to say right now?

Kim: Yes.

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Ellen: Yeah. And then, yes. And do you want to know how I feel about this?

Kim: And even generator to generator. It's actually just communication. It's mature communication. But when we're talking about kids, and I call it projector-wounding, so I work with quite a few projectors, and I can tell. And they're afraid to raise their hand. They're always the one in E-School or in Self-Healing Masters that don't, because they don't want that rejection. They don't want to. They, first of all, don't want to raise their hand because they don't want to be picked.

They don't want to not be picked. So, it starts there. So, I won't even raise my hand because it's going to feel terrible if I don't get picked. And so those I'm usually like very attentive to, you know, in the way that it's like, "Hey, everyone's invited to this. Do you need a specific invitation? Because I think maybe you do." I'm not a projector. I don't know. Like, how would I know?

I have kids who are projectors, I have grandkids who are projectors. It's in my world. I have some of my closest friends who I love the feedback they give me. But I'm just curious about a teacher, just understanding energy types. Just understanding energy types would change the classroom in what way, Ellen? Like, what would look different?

Ellen: What would look different? Well, one of the things that would look different that you just mentioned is communication. How we question different types. Because our generators and manifesting generators do well when you ask them yes or no questions versus those other types, the manifestor, the reflector, and the, uh, I'm typically using the quantum names, so I'm going back—

Kim: I'm sorry. And you're welcome to do that for this.

Ellen: Yeah, no, it's fine. But the non-sacral ones, the ones that don't have a sacral center defined, they do much better with open-ended questions. How do you feel about this? I'm wondering what you're thinking about this.

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What do you think your decision might be instead of, do you want to do this?

So, that would be one major change. And it's not easy. It's in a sense that, it's retraining your brain to ask questions in a different way. But that would be one thing that would change in the classroom, I think. I feel like the other thing that we could easily change is if we understood profile, which is their learning style, you could start to understand why you have kids that work better in groups and why you have kids that work better that need to experiment, why you could have kids that need to just sit down and have their library of books and just, you know, immerse themselves in it. Why you have kids that are kind of natural and just kind of know things but are just waiting to be called out to share what they know.

And so, understanding that piece, you know, you might have a classroom where you have your fourth lines working in a group together, but the rest of the kids are doing the same... they're working toward the same goal, but they do it differently. You've got one group of kids doing in groups and you don't have to worry about, in that case, where one person in the group does all the work.

Because I did a lot of group work and I now realize, like, you know, my first lines are like, "I just want to do it myself." And so, they do it all themselves. But you know, so it would be, that's another change that you could see in the classroom pretty easily, is just have kids where they're learning the same information and they're achieving the same goal, but they're doing it in a different way. Different kids are doing it in different ways.

Kim: Yeah. Two things that just came up for me were: Wouldn't it be great to have the awareness to treat people differently? That we are not, they're not, everyone is not like us. We sure can see that. I can't as a six-two generator. I think everybody thinks just like me and acts just like me. I'm like, we're the same. And they're like, "No, we're not."

So, having that awareness that, just, not even about the understanding each other's type, but just the fact that we in this room are different. We

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communicate differently. We react and respond differently. We expect things differently. There's something that this person likes that this person doesn't like.

Just that. What if they didn't even know their human design, and they just understood that? Then we would've won, right? The second thing that came up is how empowering would it be for a parent to know, or the teacher to know when assigning homework? Who needs to come out of the classroom and unpack and unwind and shake it off, and who needs to come out of the classroom and take off with it until there's no energy left?

Who needs to get to bed earlier than the rest of the kids in the house? Right? And who needs to stay up and release all the energy so they can sleep? It was such a punishment for me to have, like, a bedtime. Still today as an adult, as a generator, like, ugh. So those two things I'm, like, just that would be huge changes.

Ellen: Yeah. Yeah. I mean, sleep's a big part of it for sure.

Kim: Wow. All right. Is there anything you want to add? I want to keep this to a minimum because Ellen has a series coming up, so we're going to give you an opportunity on how to get in touch with her. Let's talk about your project. Your book and what you have... like this fun stuff.

Ellen: Yeah. Yeah. I'm in the process of the first book on the five types. This first one's called *Annie the Alchemist*, which is the generator, learns to ride a bike. And you can buy it for presale right now at the Human Design Store, but it is due out early December. And I'm in the works of writing the other five, or the other four, so, that by the time all five are done, you know, teachers can have all five of those in the classroom. Talk about learning how we're all different. You know, the teacher reads the Annie book, *The Alchemist*. So, let's learn about our alchemists, or our generators in the classroom right now. And then there'll be one for each type.

Each one's a different animal because just to show the individualism of each one. And yeah, I'm really excited. I have a brilliant illustrator that's

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helping me with them. And not sure the timeline of all of them, but the first one's about done and, you know, our generators or alchemists make up the most of the population, so, hopefully it will help some people who have, you know, alchemist children or a teacher who might have some in their classroom.

Kim: Mm. If you could finish the sentence, "I desire to, or I desire to see that..." like what would it be? Like if you just had one? Like, my desire is to...

Ellen: ...My desire is to have every child know that they're unique. They are different, which is unique. That they are worthy just by being who they are. And that they have a very special place in the world, and it is the most important for them to be who they are.

And that would be my desire. And in order for that to happen, my path is to help teachers help them learn that.

Kim: That was my next question, "and I would like to do that through or by...."

Ellen: I would like to do that through helping administrators train their teachers and help teachers be able to then pass that along to kids.

Kim: So, good. So, you have a program that teachers can actually purchase, and you have some cool stuff coming up. Do you want to talk about that?

Ellen: Sure. I do have a prerecorded course that teaches you the tool of quantum human design and kind of how to get started using it in the classroom. I do have a free webinar that's beginning this Saturday.

There are replays, so if somebody can't show up, it's a six-week webinar series and it kind of talks about just the basics. Not even really about the terminology of human design, but just how energy works and kind of the differences that you might see in your classroom. We can put the

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registration information... we can put it in the chat, or you'll let me know where to put the information for that.

Kim: Yeah, we would definitely be down here, but this probably won't come out until it's already started, but you have the replay.

Ellen: Okay. Yeah.

Kim: And then you're going to be around for a while. You're just coming out.

Ellen: Yeah. And my hope is in over the winter to do a live course with teachers, anybody who wants to do it through Zoom and that way we, you know, work more one-on-one with some. Maybe there's a struggling student in your classroom. As you're learning this, we can talk specifically about that student and maybe how to apply this information to those students that, because I know as a former teacher about January or February, you've run out of ideas and you're really looking for something. You don't want to give up on the kid, on the child, but you just feel like you're banging your head against the wall.

So, I understand that. And so, I would love to be a resource and kind of teach through this through the winter, the course, and maybe even just be able to help a teacher with some individual kids throughout that time period. But I'm looking forward to, you know, waiting for some invitations, maybe from administrators, that want to have me come in and talk to their teachers and just see how it goes. You know, as a projector, I kind of sit back and just wait and see how things develop. I have, you know, some ideas, but I also follow the energy wherever it goes.

Kim: Yeah. Is there anything that I didn't ask you that you want to share before I ask my final question?

Ellen: No, I don't believe so. I just really appreciate the opportunity to talk about it and to get it out there.

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Kim: Well, we're so excited and I know these watching are so excited. You know, I have twelve grandbabies in the system, you know, in the school system, and then I know how when I figured this out for myself, how liberated I was. And now that I see the differences in my grandkids, and I see it.

It's really is helpful to have data that extracts some kind of potential you weren't aware of before, period. It's just a knowing. The last question I have for you is: how can myself or whoever is listening, how can we help you? How can we help you get this?

Ellen: I mean, really, it's about exposure, so as many people as you can forward it onto, if you have teachers that you know of, if administrators, anybody that you feel might be open to having the discussion with me. Really, anybody who's listening to this obviously has some sort of interest in human design or is open to it. And I really feel like it happens because we all just keep talking about it and we keep building the energy for it. So, I can't do it myself just sitting here in Ohio and build all the energy for it.

I need all my generator people to kind of put their and manifesting-generator people to put their energy out there and make those connections. And it's going to happen. Like I said, I can foresee it, that it's going to happen and excited to take this ride.

Kim: Yeah, I love that you're preparing for the wins because that's, I mean, we know it's there, right? It's here. There's a need, there's a solution and there's a person to actually bring it forward. So, all of that is there. So, guys listening. Exposure, share it with someone, have a conversation. The webinar challenges that you have going on and you're going to be doing some lives. And I know you've got a great—I don't want to, like, say what you're offering because by the time someone hears this, it may not be available anymore.

But guys, you got to jump on this quick because Ellen has something very specialized. But because of the nature of what she's offering to help, it will be limited just because we are humans living in this material world and we

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have time and space that we have to adhere to, and it's going to require, you know, her energy.

So, just knowing that if you hear this, hop on, click on the link. Get in touch with Ellen. If you are in the *More Than Mindset* Facebook group, Ellen is there, so you can just tag her. Go to one of the posts and find her there. Connect with her on social media. She does have a podcast, YouTube channel. She's in E-School, so we got her doing all the things.

So, you're going to see a lot more of her around. This is not nearly over, it's just the beginning. So, we will be doing some more conversations and stuff as it moves along and let's help expose it. If you do believe that individuality is important and that it does start in the highchair, in the classroom, then this is going to be a joint mission for all of us.

It's a collaboration. So, I'm going to go ahead and end our segment here, unless you have something to add.

Ellen: No. I mean, they can find me at my website, ellenhefty.com, and that lists, you know, kind of all the ways to connect with me. But I look forward to having the conversation and continuing this mission of mine, which I know is important.

Kim: You're not alone and you don't have to do it alone. That's what I want to invite you to is the willingness and openness to have the support of other people who want it also. Because they are there. They are here.

Ellen: Yeah. I look forward to doing this together because it won't be done without all of us working together. But it will be done because we're all going to... it's about investing in it. And we know if we invest in our kids, it's going to change the world. Yeah, our future.

Thanks for listening to this episode of *More Than Mindset*.