Kabbalah Experience Legacy Series:

Soul: Unseen Reality
Student Study & Practice Guide

The purpose of this publication is to support a Kabbalah Experience student's understanding of the teachings in the streaming video ***SOUL: UNSEEN REALITY***, the first of the Legacy Series online courses. Students are encouraged to follow along and take notes while viewing the video. The practices that follow explore ways of applying the teachings to one's personal life.

We also welcome you to join a discussion group with a KE teacher and fellow students on a monthly basis. Please check the schedule for these groups in self-study on our website.

Additional information about Transformational Kabbalah teachings and courses is available at https://www.kabbalahexperience.com.

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Class 1: The Meaning of Kabbalah

Key Learnings:

- **Kabbalah** is usually translated *to receive*. Its original meaning is *parallel*.
- The first use of the word **Kabbalah** (Hebrew root KBL) appears in Exodus 26:5
- You are introduced to the concept of **Unseen Reality**—the world parallel to what is seen: *as above, so below*.
- The 50 loops of the **Curtains of the Tabernacle** are symbolic of parallels of spiritual and physical reality.

Independent Study:

Reading on **Sister Particles:**

"***Sparticle*** is short for **supersymmetric particle** which posits that for every particle we know of, there is a sister particle that we have not yet discovered. Perhaps the most arresting of quantum improbabilities is the idea that the subatomic particles in certain pairs, even when separated by considerable distances, instantly 'know' what the other is doing. Particles have a quality known as spin and, according to quantum theory. The moment you determine the spin of one particle, its sister particle, no matter how distant away, will immediately begin spinning in the opposite direction and at the same rate. It is as if you had two identical pool balls, one in Ohio and the other in Fiji, and the instant you sent one spinning the other would immediately spin in a contrary direction at precisely the same speed."

-Excerpted from ***A Short History of Nearly Everything*, Bill Bryson, 2005**

Why might **sisters** be used as a **metaphor** to represent parallels both in Kabbalah and in quantum physics? (As a woman faces her sister and sister particles). There is also a curious usage of ***sister cities*** to denote the relationship between cities around the world.

Practice:

Recall and journal about a time when you recognized the parallel between something material in your life and an experience of unseen reality. What was significant to you about that parallel?

Class 1 Notes:

Class 2: The History of Kabbalah

Key Learnings:

- You are introduced to the earliest **Jewish mystical schools** in the first century.

- When the **Second Temple in Jerusalem** was destroyed, and the people were exiled, they faced an existential question: If your *physical reality* dissolves what happens to your *connection to the Divine*? An answer that emerged is this: while the physical reality has vanished, the spiritual connection remains intact.

- The **continuity and evolution of Kabbalah** winds through Jewish history with a **renaissance** of Kabbalah in the 12th century in southern France and then in Spain.

    - The **Golden Age of Kabbalah** in Europe is from the 13th -15th century until the expulsion of Jews from Spain and Portugal.
    - After the expulsion of Jews from southern Europe, Kabbalah finds its continuity in the northern village of **Tzfat, Israel** in the 16th century.
    - Kabbalah re-emerges in Europe in the 18th century through the teachings of the **Hasidic masters (Hasidim)**.
    - The **Hasidim are excommunicated** by the traditional Rabbis. Kabbalah goes "underground" for 150 years until the early 1960's.

- As Jews turned to **Buddhist and Hindu teachings**, the rich repository of Jewish mysticism began to be taught by centers throughout the world. Texts that had never been translated from their original Hebrew or Aramaic were made accessible.

Independent Study:

Read the story of Rabbi Akiva and the other mystics who ascend the heavens (via the chariot). This story is found in a section of the Babylonian Talmud dedicated to Jewish mysticism.

> *Four ascended to the orchard and they are as follows: Ben Azai; Ben Zoma; Elisha ben Abuya; and Akiva. Rabbi Akiva, the senior among them, said: "Upon your arrival in the upper worlds, when you reach pure marble stones, do not say: 'Water, water', although they appear to be water." Ben Azai glimpsed and died. Ben Zoma glimpsed and lost his mind. Elisha ben Abuya became a heretic and Rabbi Akiva came out safely.* -**Talmud**, ***Hagigah*, 14b**

What were the first century mystics trying to accomplish though their ascent into the heavenly orchard? What do we learn from this story? Did the emphasis of the Kabbalah change in the 12th and 13th centuries?

Practice:

Journal about a time when your sense of reality, of security, was challenged. What helped you find solace or a solution? Did you connect with an ***unseen reality*** to adapt or change?

Class 2 Notes:

Class 3: Gematrivah and Meditation

Key Learnings:

- In the **Kabbalah tradition** the world was created through the **Hebrew letters.** In addition to their linguistic properties, each represents concepts based on their pictographic origins. As an example, the Hebrew letter Beit (the second letter) depicts a house and as a prefix means *in*.

- A unique aspect of Hebrew is that each letter has a **numerical value** which provides additional meaning to words. This Kabbalistic version of numerology is called **Gematria**. The numerical value of **Beit** is **2**, so that in any word it adds 2 to the value of the word. The word for house is *Bayit*, consisting of 3 Hebrew letters: **Beit = 2**, **Yud = 10** and **Tav = 400**. The **Gematria** for the word *Bayit* is **412**.

- There are some Hebrew words whose meaning is unclear. Knowing their numeric value allows for a comparison to other words that possess the same numerical value. The **principle of Gematria** is: *Words that have the same numeric value share a parallel meaning*.

- **Silence** and **mantra meditation** are both used in Kabbalah. Saying words of meditation or prayer *connects one with the harmonics of the Divine energy* in those letters and words. The *chant* or *mantra* we use for meditation is an **Aramaic phrase from the Zohar**:

- **Dlayt** [There is no] **Atar** [Place] **Panui** [Empty or Devoid] **Meenay** [From or of You]

Independent Study:

The **reverse of gematria** (calculating the numeric value of a word) is to become aware of a number that has significance to you and see what words correspond.

For instance, many people see the number 11, 111 or 11:11.

These numbers speak to **unity** or **new beginnings** as indicated by words with these numerical values.

For instance, both the word union and hope in Hebrew = 111. These numbers and their associated words are referred to as your **awake number**.

Practice:

Take a few moments each day to chant the mantra **Dlayt Atar Panui Meenay**.

While you repeat the words, notice thoughts that come up.

You can experiment with what feels best for your breathing and cadence. One way is to take a deep breath in and on the exhale say the **mantra**, keeping the same rhythm (count) for both in and out breaths.

Class 3 Notes:

Class 4: Energy and Light: *And Then There Was Light*

Key Learnings:

- **Aur** אור in Hebrew is typically translated as *light* (as in "Let there be light, and there was light). The genesis narrative cannot be referring to Aur as the light of the sun which is not mentioned until day 4 of creation.

- **Aur** in **Gematria** = **207** (**Alef** = 1, **Vav** =6, **Reish** = 200), which has parallel numeric value In the Hebrew word for "secret" and the word for infinity. From this we derive that the original meaning of **Aur** is *energy*—the unseen secret of physical matter.

- The **Zohar** text reveals that **Adam and Eve** were originally *energy* and only become *flesh* after eating from the Tree of Knowledge of Good and Evil. The word for energy, **Aur** אור and the word for **skin** עור are phonetically similar. **Skin** represents the thickening of *energy* into *matter*.

Independent Study:

The word עור in Hebrew has another meaning besides **skin**. It also means **blind** (as in a person with blindness). What is the connection between *blindness* and *skin*?

Read **Jacques Lusseyran's** autobiography ***And There Was Light* (1998)** or his ***Against the Pollution of the I* (2016)** to gain further insight into seeing **aura**—the inner energy present within people and material existence.

Practice:

Take a few moments each day to close your eyes with the purpose of experiencing **inner light**—the energy that surrounds and underlies matter. Consider the *molecular energy* you release as you ingest and later digest food and drink, the energy in love or in contrast hate, and in being creative or in contrast being destructive.

Continue with your daily *mantra chanting* **Dlayt Atar Panui Meenay** and see how your meditation practice deepens.

Class 4 Notes:

Class 5: The Transformation of Darkness into Light

Key Learnings:

- The Hebrew word for **mountain** is **Har** הר is a root that appears in words connoting *light*. Curiously, one Hebrew word **So-Har** סהר means *prison*, which would appear to be the *antithesis of light*.

- The biblical character **Joseph** emerges from prison with a **newfound awareness**—a common experience for prisoners. These stories highlight the potential for *transforming* dark places and sad or depressing feelings to a lightness of being.

- The **potential good** that is chosen to sweeten what we experience as negative is a practice of *this too for the good*.

Independent Study:

Watch the film ***Hurricane***—the story of boxer, Ruben Carter. Pay attention to the use of light by the filmmakers and how it reflects and amplifies Carter's choices.

Are there still "moves to be made" when hope is lost? What does Carter do that brings light into the confining darkness of prison? What light emerges from his incarceration?

Practice:

We are preparing to go deeper into our ability to transform experiences—even the most devastating—into greater awareness that serves spiritual and personal growth. We develop an ability to discern the presence of light in darkness in real time.

We aim to reach a point where we are aware of *both simultaneously*, we recognize the *spaciousness* and *choice* to affect change in every situation or relationship we encounter. Time provides *perspective*.

Remember and journal about a time of darkness in your life. What brought light to that situation? What light emerged from that situation?

Class 5 Notes:

Class 6: Infinity and Finitude

Key Learnings:

- If a game such as **chess**, with its defined pieces and rules can allow for nearly **infinite variations** then as long as there is **space**, by analogy, we can access **possibility** in our lives.

- **Finitude** does not contradict **infinity**. We as *finite* beings have *infinity* in us. That is the nature of *soul and body*, as illustrated by the dual nature of love. **Love** has *limits* and is also *limitless* in **space** (parental love for more than one child) and over **time** (love that transcends death).

Independent Study:

To shift from a sense of being *imprisoned* with limitations, contemplate *infinity*. Using chess as a metaphor, read about two super computers playing the game in the linked article:

https://electronics.howstuffworks.com/chess1.htm.

Read the linked article from the New York Times: ***The Life of Pi, and Other Infinities***.

https://www.nytimes.com/2013/01/01/science/the-life-of-pi-and-other-infinities.html

The author begins, "On this day that fetishizes finitude, that reminds us how rapidly our own earthly time share is shrinking, allow me to offer the modest comfort of infinities."

Does the coexistence of finite and infinite perplex or consolidate your thinking?

Practice:

Consider and journal about an aspect of your current life in which you feel constricted. Use the following exercise to consider your situation:

- Make two columns. In the first, list all the reasons you feel *confined* in the situation.
- Consider what is *possible* even within the confines of finite, limited choices.
- Keep emblazoned in your consciousness **Viktor Frankl**'s admonition:

> *Everything can be taken from a man but one thing: the last of human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way.*

Class 6 Notes:

Class 7: Cosmology and the Shattering of the Vessels

Key Learnings:

- The **Kabbalists** conveyed a **paradox** of *how the infinite can contain the finite*. G-d needed to create a *container*, a space into which energy could flow and then form into matter.

- **Two key concepts** follow from this cosmology:

    - All was an **original unity**.
    - And, therefore, all is **interdependent** and to bring anything new into our lives we need to create *space*.

Independent Study:

Luria's teaching of the shattering of the vessels corresponds to the theory of the **Big Bang**. For further information about the **singularity** and the **Big Bang,** see the following:

***Genesis and the Big Bang: The Discovery of Harmony Between Modern Science and The Bible*, Gerald Schroeder, 1991.**

***Everything and Nothing: The Amazing Science of Empty Space*, Nic Stacey, 2011 (documentary)**

Read the linked article, ***Prime Puzzle***, by **Lawrence Kushner** to reflect on how the pieces of your puzzle connect with other people's puzzles:

http://www.primepuzzle.com/kushner.html

Practice:

Reflect and journal on the following questions:

- What event has occurred in your life that seemed, at the time, to be a *coming apart, or a shattering*?
- What happened in the spaces that were created?
- How did you reconnect or reunify your life after this experience?
- How has the original event informed your current choices and relationships?
- Can you see how both the coming apart and reconstruction as part of one whole?

Class 7 Notes:

Class 8: The Unity of Creation

Key Learnings:

- Having seen that everything is a **unity**, we would expect to find some evidence for that unity. Like detectives, we look for clues to see **patterns**, common threads. One imprint we see is the hidden number of the universe—**137**.

- We find many examples in **nature** that correspond to the **golden ratio**, from rose petals to sunflowers to snail shells to spiral galaxies to the sacred geometry of the human body.

- In **Gematria**, the word *Kabbalah* = 137. This signifies the unity and interdependence of all in nature.

Independent Study:

For a broader understanding of the mathematics behind the number 137, read ***Golden Ratio: The Story of Phi*** (**Mario Livio, 2003**), especially the section on ***phylotaxis.*** In order to fully appreciate the math, you also need to understand how the **Fibonacci number set** relates to **Phi** and **sacred geometry**.

There are any number of videos available on ***The Fingerprint of God*** including this link:

https://www.youtube.com/watch?v=nt2OlMAJj6o

The film, ***Pi,*** by **Darren Aronofsky** (**1998**) portrays a young man descending into madness as he tries to discover the "number" of the universe. The clip linked here is a short segment describing the number system of **Gematria** and its relation to the **Fibonacci sequence**.

https://www.youtube.com/watch?v=FcN2i9GKsFQ

Practice:

A central principle of **Transformational Kabbalah** is that **all** is **interconnected energies**.

Ask yourself and journal about the following:

- Who and what do I keep bumping into?
- While you would take more note of an unplanned sighting of your next-door neighbor on a mountain trail in Nepal, consider your neighbor a puzzle piece and reflect on the **interconnectedness present** in your daily life.

Class 8 Notes:

Class 9: Language as Code and Metaphor

Key Learnings:

- The layers of reality are in the following order: **Physical (matter), Energy, Code, Space**.
- **Words-speech** which are **human code** underlie both energy and matter. What we say and how we say it *matters* and *energizes* in positive and negative ways.
- All **language** is **metaphoric** in its representation of physical reality and physical reality, in turn, embodies the **analog**.

Independent Study:

View the experiment of water and energy by **Dr. Emoto**:

https://www.youtube.com/watch?v=au4qx_l8KEU

Note that the messages were hidden—unseen—in the water until this demonstration.

Awareness of unseen reality puts us in touch with the code that underlies energy which underlies matter. Propaganda relies on the use of language and images to promote a viewpoint and form a story or meme that influences the way people think, feel and behave. See this segment from ***The Brain*** **(David Eagleman narrating).**

https://www.youtube.com/watch?v=au4qx_l8KEU

Practice:

Reflect and journal on **the power and impact of words** spoken by you to others and by others to you. **Commit** to using language in ways that promotes positive energy.

Class 9 Notes:

Class 10: Miracles, Synchronicity, and Intention

Key Learnings:

- **Einstein** said, "There are only two ways to live your life: as though nothing is a miracle, or as though everything is a miracle."

- How do we define a **miracle**? We have a sense of what is extraordinary. Miracles are all around us and, yet, we may not perceive them as miraculous.

- Are we just *aware* of **synchronicity**? Or, do we play a *role* in the **manifesting** of connections through our setting of intentions?

Independent Study:

What happens to us as humans is that we **habituate to the miraculous**. We get used to it. We expect it. We don't experience it as the miracle it might be.

There are so many things that need to occur for anything to occur. We begin to understand that for anything to occur in this world, a billion things needed to happen for that to occur. When this realization fully sets in, we become more aware of the miraculous nature of anything and everything to exist.

We extend the **teaching of miracles** and see another aspect of **unseen reality**. That is, how we interact with the miraculous. Meaning: ***by our intentions, we are causing shifts and changes to heighten our awareness of how things can come to be.***

See Dr. Joe Dispenza on *intention*:

https://www.youtube.com/watch?v=WP1yPCLJ6_s

Practice:

Reflect and journal on the following:

- Do you **experience** miracles in your life?
- How would you **describe** such a miracle?
- Can you relate to the *ordinary* as *miraculous*? As I type these words on my laptop, I am now present, bringing to my otherwise habituated mind, the intricate technology that allows for the word processing to appear on an illuminated screen and convey to you my experiencing the **mundane as miraculous**.

Class 10 Notes:

Course Journal