

**Children GROW  
with love,  
emotional  
balance, and  
self-  
acceptance..**



**C.R.E.S.C.<sup>®</sup>**





**C.R.E.S.C.<sup>®</sup>**

**Class for Resilient Empathic and Spiritual Children**

In Romanian, the word behind the acronym **C.R.E.S.C.**  
**means I grow**





# A program for a generation with a happy future!!

*I wholeheartedly believe that every child in this world deserves to receive, as early as possible, the universal spiritual principles that can guide them throughout their entire life. I wish for every child to have access to a wide range of inner tools—clarity, courage, self-confidence—so they can make better, more conscious choices that are aligned with who they truly are, in every aspect of their existence.*

*The dream that led me to create this program is rooted in the sincere desire to give children the **freedom** to live without the limitations dictated by fear, the **joy** of embracing life's opportunities without carrying the belief that 'I am not good enough,' and the **strength** to step confidently beyond the familiar comfort zone. I wish for every child to feel an **inner call toward courage**, to understand that life is, at its core, **a game of continuous creation**, and to know that the power to shape the most beautiful and authentic vision of themselves is already **in their hands**.*

*Georgiana Spataru*

**Author and trainer for C.R.E.S.C.® Instructors**





**As we  
educate  
their  
minds,  
let's  
nurture  
their  
emotions  
too!**



# The mission



...of the **C.R.E.S.C.®**—Class for Resilient Empathic and Spiritual Children program is to encourage children to relate to others and explore concepts and themes such as the following:

- Cultivating **self-awareness** and developing an **authentic relationship** with one's own **emotional and personal identity**.
- Exploring personal **purpose** and **passions** as sources of intrinsic **motivation** and **meaning in life**.
- Building the ability to make **wise decisions**, understanding the impact of one's choices on their own life and on others.
- Developing **emotional resilience** and transforming challenges into opportunities for learning and growth.
- Redefining success and **personal fulfillment** from an authentic, non-comparative perspective.
- Identifying and valuing individual strengths as a foundation for building healthy, **balanced self-esteem**.
- Encouraging the desire to actively and consciously contribute to the **well-being of the community and the world** around them.
- Gaining basic knowledge of **how the brain works** and how neuroplasticity supports learning and personal development.
- Developing a deep understanding that they are **more than a physical body**, and recognizing their **emotional and spiritual dimensions**.



# A class dedicated to children with ages between 7 – 18 years old

In a world that increasingly values outward performance, we choose to cultivate inner strength—the space from which healthy decisions, authentic relationships, and a deep sense of meaning in life emerge.

## **What does emotional awareness mean?**

Emotional awareness is the ability to perceive, understand, and manage one's own emotions. It does not mean control, but rather guidance and building a living relationship with one's emotional world.

At CRESC®, children learn to:

- Identify what they feel, without shame or fear.
- Express their emotions in a healthy and clear way.
- Regulate their reactions when faced with challenges.
- Understand how emotions shape their thoughts and behaviors.



Emotional intelligence developed in childhood becomes, in adulthood, a reliable compass for decision-making, building stable relationships, and managing stress.

## **What does spiritual awareness mean?**

Spiritual awareness is not a doctrine and should not be confused with religious affiliation. At CRESC®, spirituality is understood as the inner dimension that supports meaning, a sense of belonging, and the courage to live openly and authentically.

Through exploring spirituality, children learn to:

- Connect with something larger than their immediate self.
- Seek meaning in life experiences, not just results.
- Develop gratitude, empathy, and respect for life.
- Build trust in the unseen processes of becoming.

This dimension teaches them that beyond what they can control, there is a life force they can consciously and confidently collaborate with

Age groups: 7–9 | 10–13 | 14–18 years



## 1. IDENTIFICATION

„Every child defines themselves through others and looks for reference points about who they are. In this module, children learn to orient themselves by discovering their emotions, desires, how they are seen by those around them, and how they feel in their “role.”

In this first module, the child is encouraged to place their story at the center—not to correct it, but to truly know it. We work with symbols, sequences, and emotions that take shape, in a safe space where each child can learn: **“This is my story, and it has its place.”**

## 4. WHAT DO I THINK ABOUT ME? WHAT DO I THINK ABOUT OTHERS?

In this module, we bring to light beliefs about oneself and others—not to replace them with “positive” ones, but to recognize, question, and sometimes let them go. We learn not to take everything we think as an absolute truth.



C.R.E.S.C.

# Themes

## 2. WHO AM I?

In this module, the child meets their own image—not the one they have learned to show, but that authentic presence from which choices arise. We don’t talk about labels. We talk about essence, about **“who I am when I’m not trying to be anyone else.”**

## 5. WHAT DO I DO WITH WHAT I FEEL?

Emotions are not obstacles in life; they are the process through which we experience it. Children learn to recognize, name, and contain their emotions. We look at emotions as visitors who always carry a message. We do not control emotions, but we learn to regulate ourselves with their guidance.

## 3. WHAT IS IT THAT I WANT (from me)?

In this chapter, the child learns to listen to their own desires without confusing them with the expectations of others. They learn to ask questions not about “what I should be,” but about “what makes me feel alive.” This is the part of the course where we explore willpower, imagination, the ability to choose, coherence, projecting into the future, and the cause-and-effect of our actions.

## 6. CIRCLE OF INFLUENCE

A child grows not only through what is said to them, but even more through who they are allowed to become in the presence of others. In this module, we learn to map relationships: which nourish us, which drain us, and which shape us without our awareness. The child learns how to see, feel, and perceive themselves—even in the presence of others.



## 7. HOW DO I FULFILL MY DREAMS?

A dream is not a fantasy. It is a form of dialogue with what is possible. We learn how to shape a dream—not through success techniques, but through awareness, reflection, and taking the first concrete steps. The child is encouraged not to give up on what they feel is alive within them, just because it doesn't seem "useful" or "safe."



We don't teach children to believe in random miracles. We teach them to build their dreams with the care one would use to build a house: brick by brick, without rush, and with a heart still alive. Here, the dream gains weight: it becomes a direction, not just a refuge.

## 8. EVERY WORD YOU SAY, YOU FULFILL!

Words are not just sounds. They are living matter. They can build, undo, strengthen, or hurt. In this module, children learn to observe their language: how they speak about themselves, how they address others, and how their voice is heard in the world. We do not provide rules for "correct" expression. Instead, we offer guidance on how communication can be a form of emotional responsibility.

## 10. HOW DO I BUILD MY FUTURE?

The future is not predicted. It is cultivated, chosen, and experienced moment by moment. In the final module, we close the circle: the child shapes a vision—not a rigid plan, but a clear inner direction. We learn about hope, not as an illusion, but as a real force for support and forward movement.

## 9. WHO DECIDES MY LIFE?

Autonomy does not mean doing whatever you want. It means knowing what you want and understanding what that entails.

This chapter guides the child toward responsibility, decision-making, and maturity.

Together, we learn what it means to be the author of your own life, rather than just playing a role on a stage built by others.

The child begins to distinguish: What do I choose because I truly feel it? What do I choose because I was told "this is how it should be"?'





# Would you like to know more about CRESC®?

Created by the Romanian psychologist Georgiana Spătaru and delivered by specially trained instructors, this program is an invitation for every child to discover their inner world, the power of their own emotions, and the path to self-realization. A program that transcends borders and speaks the universal language of emotions, dreams and the becoming.

**ADRIANA VOINEA**

INSTRUCTOR



+41765714557



adriana.nitulescu@gmail.com



<https://adriana.clean-energy.ro>



Canton Zürich



**C.R.E.S.C®**



# Class for Resilient Empathetic and Spiritual Children®



C.R.E.S.C.®