METAPHYSICS AND SPIRITUALITY

IN THE CLASSROOMS

by

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CHAPTER 1

INTRODUCTION

I only wish I knew as a child what I know today about Metaphysics and Spirituality. Looking back, I think I have always considered myself spiritual as a child, but never really knew what spirituality meant until I was about 37 years old. If I had known then, what I know now, how different my life would have been, different in the sense of living a much happier life. I had battled major depression, on and off, for a good portion of my life until I got in touch with my true spiritual side, my true nature. But, I did not get in touch with my true spiritual side until I was well into adulthood. I did not have the information, the knowledge, and the wisdom that I have today, and why, because I was not taught. I was so desperate to heal that I taught myself, but it came at a high price, a life of unhappiness.

I was not taught about meditation, visualization, yoga, the chakras, energy healing, the law of attraction, or any of the other spiritual practices. We were taught religion, and only religion. Religion gave us a base, a foundation to believe in God, but it does not teach you about the connection that we all have together. It does not teach you that we come from an abundant Universe. In my opinion, religion separates us… spirituality unites us! Spirituality unites us as one, because we are all one!

I was introduced to my spirituality through my own desperation of wanting to relieve my heavy emotional pain. The pressure of negativity that I felt inside was so heavy and strong that the desire to release that pressure became so much stronger than the pain of
negativity that I was enduring. During the worst time in my life, my pain was so unbearable that I really could not take it anymore. I realized I had a strong desire for internal happiness and peace, which was deeply missing from my life. It was at that point that I found out what spirituality truly meant. That strong desire was coming from another place, not from my ego self, but my spiritual self. I then realized that I had to know more. The more I wanted to know, the more my curiosity grew.

Over the many years, through my own extensive research into spirituality, I have realized that what I had gone through could have been avoided had I had the proper knowledge and training of Metaphysics and Spirituality as a child. People who study and practice Metaphysics find it much easier to deal with negativity, and understand how to release negative emotions, and are better able to live a much happier and a more positive life.

But, what about those who are unfamiliar with Metaphysics and have never heard of such practices? It is my experience that before I got involved with Metaphysics, I did not know anything about it, or so I thought. I never heard of, or knew that such spiritual practices existed. It was through what I call my own personal “hell” and desire for deep healing that I discovered something that I did not even know existed. I became extremely curious at not only what psychics knew, but how they knew it. Through my own curiosity, I became completely dedicated to learn as much as I could about this world that I was really so unaware of, the spiritual world. I learned that I had to remind myself of who I really am.

Everybody faces difficulties in life, but the key is how you handle it. If you handle it with ease, you are spiritually aware. If you handle it with discomfort, you are living through
your ego, and it is a reminder to open yourself up spiritually and remember who you really are. Now, imagine a world where children were introduced to meditation and practiced meditation on a daily basis… in school. Imagine what our world would be like, for the next generation, if children were taught to go within to listen to their own inner voice, and to listen to the wisdom of their soul. Imagine if children were taught to live their life through their connection with God, and emanating God’s love. Imagine having this knowledge as a child and what role they would have in this world as part of their own journey. They would collectively expand human consciousness and consciousness as a whole. Now, if you can imagine all this, you are engaging in visualization and imagery, which is a form of Metaphysics. And, if you can imagine this, you can see how important it is to teach our children about Metaphysics and Spirituality.

But, that’s not enough to go on. Through this dissertation, I will show you how important it really is for our children to learn how to meditate, and to learn about spirituality. I will show you the advantages and the benefits, as well as the different ways it can change the lives of children. I will offer suggestions on how to go about teaching our children, and by teaching our children about Metaphysics and Spirituality, how it could change the world and raise consciousness as a whole.

This topic, Metaphysics and Spirituality in the Classrooms that I have chosen to write about in this dissertation is close to my heart because I have lived through the painful experiences and realized that it’s only through the spiritual awareness of who you really are can it be healed. This world is in desperate need of Higher Consciousness, and the way to begin is to educate the people entering this world. Children are taught about Mathematics,
Science, History, Language, and various other subjects pertaining to their life in this physical world, but they are not taught about the world in which they come from, the spiritual world. It is our responsibility as a parent, a teacher, and also as a society, to teach our children. Teaching our children about Metaphysics and Spirituality is not only benefiting themselves, and their own lives, but for the world as a collective whole.
CHAPTER 2

REVIEW OF LITERATURE

The topic of bringing Metaphysics and Spirituality into the classrooms is not a new topic, but since it is still not implemented into all of our public school systems, I wanted to bring further awareness and a little bit of a different approach as to the benefits and advantages to this very important discussion. The material that I am referencing here in this chapter reflects great insight, and allows one the ability to be open minded regarding what, and how, we teach our children.

Within the “FIRST LAW: The Law of Pure Potentiality,” Deepak Chopra describes this law as, “The source of all creation is pure consciousness… pure potentiality seeking expression from the unmanifest to the manifest” (22). Beginning on Sunday, Deepak Chopra expresses doing the following with their children: “1. Lead them in a few minutes of silent meditation. 2. Inspire them to appreciate the beauty and wonder of Nature. 3. Show them the hidden possibilities in familiar situations” (55). I love his words, “Children need to learn that silence is the home of spirit. All other voices speak out loud, but spirit communicates without making a sound” (57). These words can give the child an understanding of the importance of, and what can be found in silence.

Deepak Chopra says, 15-20 minutes of silent meditation twice a day is a good practice for adults, while children reaching the age of six or seven can be taught that even a few minutes of quiet time and spending time alone is a good practice for children, increasing the time as the child grows older. As much as children should be taught meditation in school, it is equally important that parents continue this practice while at home to keep the children centered, focused, and balanced. As parents explain to their children about how mediation can benefit them, the children can gain an understanding of who God, or Source is, and that in the silence, they can find the source of peace, as well as the place to find answers and clarity into their situations about problems that they may be facing.

I agree with Deepak Chopra that parents should have an influence and play the important role as a teacher of meditation to their children. Unfortunately, in today’s world, most parents, or most people in general, are not at the point of a regular meditative practice of their own at home, if at all, and for that reason, it is imperative to bring this awareness of
mediation into the classrooms to begin teaching a whole new generation, thereby, to really begin to change the world.

Christopher K. Germer, a clinical psychologist, Ronald D. Siegel, also a clinical psychologist, and Paul R. Fulton, the Director of Mental Health for Tufts Health Plan in Massachusetts, also a clinical and a forensic psychologist, talk about cultivating mindfulness in schools in their book, *Mindfulness and Psychotherapy*. They stated, “A model for how mindfulness can be adopted in schools can be found in India, in the Universal Education School in Sarnath, India, Founded by Valentino Giacomin and his partner, Luigina de Biasi. Both are retired schoolteachers from Italy, where they spent 10 years refining their curriculum for incorporating mindfulness in education” (213).

They also stated, “Valentino’s curriculum is adapted to the local Hindu culture and is designed to provide children with experiences and insights that might help them make wise choices later in life.” They also discuss an experience they had in a classroom, when they said, “As I was talking to a 12-year old boy in an art class, he suddenly froze, stared stonily at me, and refused to answer. This seemed very odd until I noticed that no one else was moving or talking. I did not realize the school had a ritual in which a gong is rung several times a day, inviting the children to stop what they are doing or saying for a minute of mindfulness. This exercise is taught as an active exploration of the nature of mind and perception... The kids shared with the class what they noticed going on in the stillness.” They also said, “I witnessed children ages 4-16 sitting together in silent meditation for periods up to 15 minutes” (214).
How wonderful it is for children to have the experience of stillness and meditation on a regular basis, especially among children their own ages, in school. Children are receptive, open, and eager to learn. For children experiencing meditation in school, it gives them the ability to share their own individual experiences in the stillness by expressing their thoughts and emotions, as well as what sounds they heard, and what they visualized. This type of exercise allows the children to express themselves authentically, without fear. Also, in their book, they have developed Mindfulness Meditations that can be taught to children for relaxation, stability, and mindfulness awareness.

*Educating the Heart*, written by Alison Hagee, is about a holistic approach to teaching students in school. It is an interesting and a different kind of a book, whereas, she incorporates specific activities that she designed to accompany each subject (science, math, reading, writing, social studies, physical, etc…) so that the students will nurture their spirit all while learning their subjects. Her activities are designed for a holistic approach that nurtures the intellectual, emotional, physical, and spiritual aspects of the child. Through her activities, she reveals different ways of thinking and believing so that the children can make their own choices as to what works better for them.

An example of one of her activities while teaching the subject social studies is teaching about “Media Awareness”. She lists the “Goals” as, “Students will become aware of the messages on television (particularly negative messages). Students will learn how to make conscious choices based on critical thought” (56). Another example while teaching physical activities is teaching about “Gleaning”. The “Goals” are, “Students will contribute to their community in a positive way by donating their time and effort and by giving to
people in need. Students will also work in groups and enjoy nature” (46). For each activity, she also lists the allotted amount of time, the grade range, the materials that will be needed, and the instructions on how to do the activity. The point of the activities and her purpose for writing the book is to stress the importance of teaching the spiritual aspect which is just as important as every other aspect of the child’s development.

Louise L. Hay’s book, *I Think, I Am!,* written with her friend, Kristina Tracy, is a book for teachers and parents giving them a way to teach their children the power of affirmations. They believe that if children can learn how their thoughts affect them, for good or bad, while they are young, they would have a much happier life. They give many examples in their book demonstrating how to change a negative thought into a positive affirmation.

An example of one of her affirmations for children starts off saying, “Have you ever wished you looked different or more like someone else? You might feel like saying… I don’t like my hair. I wish it were like hers! Instead, look in the mirror every day and repeat… I LOVE MYSELF JUST THE WAY I AM” (n.p.). Another example is, “Even though you have many great things in your life, sometimes you’ll still wish… I sure would love to have one of those! Pay attention to what’s good in your life, and say every day… I AM GRATEFUL FOR WHAT I HAVE” (n.p.). When children are taught the importance of affirmations at a young age, they can train themselves to see the quality of their thoughts which will only benefit them as they grow up into adulthood. They will increase their self-esteem, their self-worth, and the quality of their lives.
Linda Lantieri is a pioneer in the process of bringing together social and emotional learning into various schools around the world. In her book, *Building Emotional Intelligence*, she gives various techniques, as well as a curriculum for increasing self-esteem, awareness, concentration, and ways to enhance empathy and communication. Her book also comes with a CD full of practices, which is narrated by Daniel Goleman, a psychologist who is known for his book, Emotional Intelligence.

As much as children should be taught meditation in school, it is equally important for children to be taught meditation at home, on a regular basis. In her book, she discusses the importance of giving children a regular routine of stillness. Having a regular routine of stillness will help them all throughout their lives, from childhood into adulthood. In her book, she said, “When children are taught to appreciate silence and slow down, they have the rare opportunity to explore the deeper questions of life, such as, ‘What is my unique purpose?’ or ‘How can I best make use of my talents and gifts’” (136)?

She mentions a child named Eli whose mother taught him about stillness. She also stated, “When children like Eli grow up in homes and schools that welcome the exploration of their inner lives, they are more likely to develop a healthy identity filled with love, hope, and optimism. Children who are able to self-reflect and calm themselves are more capable of recognizing, identifying, and managing their emotions. They can also concentrate and think more clearly… Children are then able to bring their full attention, enthusiasm, interest, and positive emotional response to any situation. As a result, their full potential can be reached” (137).
In Linda Lantieri’s book, *Schools with Spirit, Nurturing the Inner Lives of Children and Teachers*, she discusses “deviating from the status quo”, and “rocking the boat” where she stated, “I do know that bringing forth a book about welcoming the spiritual dimension into public schools is risky” (xiii). She continues saying, “I take this risk because I strongly feel that the dilemmas of our times are deeply spiritual ones that our children need to be prepared to meet. By not welcoming the sacred… our schools run the risk of raising a whole generation of young people who will be bereft of the wisdom and connectedness they need to live a fully human life” (xiv). I completely agree with her statements, and that is why I have chosen this very important topic to write about in this dissertation. I believe whole-heartedly that the many issues and problems that all people face, children included, is spiritually based and spiritually rooted. And, if we do not engage in our spiritually, and heal on the deepest spiritual levels, we simply will not feel complete, or be completely healed.

Linda Lantieri’s book, *Schools with Spirit, Nurturing the Inner Lives of Children and Teachers*, is a compilation of interviews and discussions by fourteen educators who discuss the nurturing of the inner lives of children. A “spiritual experience” is not something that one can teach to another, but through Linda Lantieri’s book, they discuss how the school systems can nurture the children’s spirit or soul, as well as their mind. That is also my intent, to bring Metaphysics and Spirituality into the school systems, thereby, allowing the children the opportunity to be taught a complete balanced education which encompasses the “whole person” as part of both the physical world and the spiritual world.

Linda Lantieri discusses challenges facing the pioneers who are trying to bring spirituality into the school systems, and she also gives an informative “A Self-Assessment
Quiz” for the teachers (168). Her Quiz helps teachers to become more aware of how they interact with their students, and how what they are teaching encourages children to connect with their inner spirit.

Dr. Paul Leon Masters’ *Minister’s/Bachelor’s Curriculum* is an extensive resource which has everything you need to heal yourself. These valuable lessons guide you to a positive mindset and total connection with Source Energy, God-Energy. I have found the guided meditations and affirmations to be an asset to my well-being and spiritual growth, and to my practice of life coaching helping others. The teachings in his lessons help you to build a successful, personal spiritual practice, and to help you to maintain a positive lifestyle.

*The Tao of Teaching*, written by Greta Nagel, PH.D., consists of messages of “the eighty-one chapters of the *Tao Te Ching*, an ancient Chinese book of wisdom that is pivotal to the philosophy of Taoism” (1). She shows how teaching and applying the Way of Tao wisdom to children in our present time can be the most valuable education that they will experience.

An example from one of the eighty-one chapters in *The Tao of Teaching* is “Chapter 13, Love others as you love yourself; accept uncertainty. Showing others the same concern you would desire for yourself is a concept that is common to all of the world’s great religions. Showing students that they are loved is a gift that wise teachers may give their students” (45). As much as it is important for the child to develop self-love, it is also crucial for the teachers to develop self-love. If the teachers, or the children, have problems connecting with their own self-love, it could be hard for them to be able to connect with
others. Another example from one of the eighty-one chapters is “Chapter 55, Stay in touch with your original nature. ‘Having a feeling’ about people and circumstances is not to be dismissed… Get close to your students, for in doing so you can also develop intuition about them. It will guide you in situations where your instincts about your relationships will have power over mere circumstantial evidence” (159).

When the teachers are living in the Tao they respect their intuition, which allows them to feel out certain situations. Should problems arise in the classroom, the teacher might have an intuitive feeling finding it necessary to stop for a moment to address the situation. Applying The Tao of Teaching in the classrooms would be beneficial making way for a better connection between both, the teachers and the students, as well as teaching the students how to have a better connection with all others.

John Perricone, an educator in the Maine-Endwell School District in upstate N.Y. for over thirty years, has earned the local, state, and national “Excellence in Teaching” awards and has received the Maine-Endwell’s Distinguished Teacher Award for eight consecutive years since its onset. Zen and the Art of Public School Teaching, written by John Perricone, is a book designed for all teachers to help them discover their inner truths, “… the path of SELF-UNDERSTANDING – the path of truly knowing yourself” (47). When you deeply know yourself on all levels, mentally, emotionally, physically, and spiritually, you are better able to find meaning and purpose to life. It is when you find life to be fulfilling, rewarding, and happy.

Chapter six of John Perricone’s book is titled, “What Was I Supposed To Be Teaching?” Within that chapter, he said, “… as teachers, much of what we are teaching
between the lines transcends the curriculum we have mastered.” He goes on to talk about
the purpose of his work is to help students, not only with the knowledge they need to “make
it in the real world”, but also helping the students to discover their purpose and have a
deeper sense of “their unique place in the universe” (59).

Nikolaj Flor Rotne’s and Didde Flor Rotne’s book, *Everybody Present, Mindfulness in Education*, is a practical guidebook for educators, giving them the basic knowledge and
insight into the practice of mindfulness and the many benefits. In their book, they explain,
“We hope to demonstrate how an individual’s inner peace is the basis for experiencing
interbeing, an awareness of the interconnectedness and interdependence of all things in the
world... Teachers will benefit from this feeling of abundance, and this will create an ever-
stronger culture of mindfulness that can nourish coming generations, beginning in their most
formative years” (13).

Also, in their book, they discuss children’s lifestyles in today’s world where they
said, “Many children grow up in busy families... Families fill up their calendars, and many
experience the growing problem of never having enough time”. They continue to explain
how children have to deal with their own activities and what is going on in their own lives,
while also taking on their parent’s crazy schedules, stress, and busyness. They explain,
“This hectic pace has consequences for children. Some grow up lacking positive contact
with adults... Families neglect to set aside time simply to be” (89).

Children today are growing up with a tremendous amount of technology that seems
to take them away from the joy of just being a kid. Many are glued to the television and
video games instead of going out and being one with nature and experiencing the simple
things in life. This kind of lifestyle can create a great imbalance in children’s lives, as well as in adult’s lives, causing a conflict and disengagement between their inner world and their outer world. Most children are not encouraged to be still and listen to the quietness within, something that is very much needed in everybody’s lives.

I found Congressman Tim Ryan’s book, *A Mindful Nation*, to be very interesting. Tim Ryan is the U.S. Representative for Ohio’s 13th congressional district. His entire book touches upon the basis of why I chose my topic for this dissertation. By changing, or adding to, children’s education, thereby, bringing meditation and mindfulness into the public school system, it will change the children’s perspective in life and their environment. And, as time goes by, mindful children can start to change the nation, and as it spreads, they can change the world. Tim Ryan discusses mindfulness and how it can improve not only children’s lives, but also our health care system, the military, the first responders, our values, the economy, and our country.

Parents and teachers often tell the children to pay attention and focus. But, if they are not taught how to pay attention and focus, how would they know? In his book, *A Mindful Nation*, Tim Ryan said, “A young child who can regulate his emotions is a child who will do better in school… If we teach children to follow their breath – and return to it when they get distracted – we are teaching them how to concentrate… With mindfulness, we can teach them how to pay attention” (68). Tim Ryan gets to the root of the problem, when he said, “The idea that all we need as a country is a strict focus on standardized tests is folly. Social and emotional learning combined with mindfulness gets us underneath the causes of poor performances and bad behavior. It goes to the heart of the problem and transforms
young minds. We need to stop pretending that emotional states like these have no effect on learning” (80).

At the end of each chapter when discussing how mindfulness can help different areas of our lives and our world, Tim Ryan offers a “What You Can Do” section. He invites every individual to get involved. He offers suggestions such as writing to your state senator, or governor, asking them if they would promote meditation or mindfulness practices in the classrooms. He also suggests talking to doctors, hospitals, nursing homes, health clubs, and employers encouraging them to develop mindfulness programs, as well as writing to your senator about having mindfulness programs for the military troops, and their families. For the growth of human consciousness, it is essential to bring awareness of meditation and mindfulness into all areas of the world.

In her book, *Mindful Teaching and Teaching Mindfulness*, written by Deborah Schoeberlein, she talks about Mindfulness and Education blending together, when she said, “Mindfulness and Education are beautifully interwoven.” She further states, “Mindfulness is about being present with and to your inner experience as well as your outer environment, including other people.” She continues on about the teacher’s and the student’s experiences with Mindfulness, when she says, “When teachers are fully present, they teach better. When students are fully present, the quality of their learning is better. It’s a ‘win-win’ equation that can transform teaching, learning, and the educational landscape” (xi).

Mindfulness is focused awareness, awareness into one’s body, mind, emotions, and feelings. It is bringing awareness to the present moment in all the day-to-day activities in
one’s life, and in the world around them. When one engages in mindfulness, they are opening themselves up to be present with the wisdom of the Universe.

In Deborah Schoeberlein’s book, *Mindful Teaching and Teaching Mindfulness*, she also talks about Mindful Teaching, where she states, “Master Teachers are Mindful Teachers, aware of themselves and attuned to their students. *Mindful teaching* nurtures a learning community in which students flourish academically, emotionally, and socially – and teachers thrive professionally and personally. *Teaching mindfulness* directly to students augments the effects of the teacher’s presence by coaching youth to exercise simple, practical, and universal attention skills themselves. These two approaches are mutually reinforcing and benefit everyone in the classroom” (1).

When teachers and students are working together from their mindful states, both become more focused and centered, enabling the teachers to do their job in a calm and relaxed manner, while enabling the students to do the same, as well as encouraging them to reach their higher potential. The combination of Mindful Teachers and Mindful Students allows them to work together in a more enjoyable and pleasant environment.

In David B. Stein’s book, *Unraveling the ADD/ADHD Fiasco*, he discusses various ways to help the ADD/ADHD child without the use of drugs. The topic of ADD/ADHD and medication has been a very important topic and a major concern for children as well as their parents. If a child is a little overactive, right away the child is diagnosed with having a problem, such as, ADD/ADHD. When referring to ADD/ADHD children, in David B. Stein’s book, he says, “To me these children weren’t sick” (4). He continues saying, “Even during my early years of training, psychologists and psychiatrists tried to convince both the
professional community and the public that inattentive and overactive children had a disease… There was not a shred of evidence to support such a claim: I didn’t accept that these children had some sort of disease” (5).

David B. Stein also talks about the kinds of drugs that ADD/ADHD children are taking. He says, “Ritalin and related drugs are selling at an alarming rate: billions of dollars are changing hands. Ten percent of our children, over two million, are now on these drugs, and their use is increasing dramatically” (6). He also said, “And these drugs do not ‘heal’, they ‘control’” (7). David B. Stein’s book is about introducing new and different kinds of behavioral approaches to help ADD/ADHD children instead of putting them on drugs.

He introduces the approach of Peace and Serenity, where he states, “The ADD/ADHD (IA/HM) child is not at peace. He hasn’t learned to value peace, quiet, and serenity… I rarely see children taking a quiet walk or sitting quietly under a tree… Teaching ADD/ADHD (IA/HM) children to relish peace and quiet is very important. If they are calm inside, they won’t rush impatiently from one activity to another” (226). He also said, “Notice that valuing peace could help your child considerably when practicing the social skills… silence, not trying too hard, not being pushy, not being impatient, not losing one’s temper, not listening poorly” (227).

David B. Stein discusses the ADD/ADHD child who needs to have peace and calm within themselves. Before putting children on prescription drugs for ADD/ADHD, they should be given the opportunity to engage in an alternative approach. They need to learn how to engage in quietness. I feel it is important for all children to have the advantage to embrace the stillness within themselves, in and out of school.
Eckhart Tolle talks about “The Pain-Body in Children” in his book, *A New Earth*. He discusses how children’s pain-bodies can develop from their parent’s pain-bodies and that it can stay with them and develop into heavy pain-bodies well into adulthood. He said, “Highly sensitive children are particularly affected by their parent’s pain-bodies. Having to witness their parents’ insane drama causes almost unbearable emotional pain, and so it is often these sensitive children who grow into adults with heavy pain-bodies” (169).

Children learn from their parent’s behavior and pick up on their parent’s reactions to situations. If the parents are very unconscious people and react from their own pain-bodies, the children can develop that same kind of learned behavior. They can also develop all kinds of negative emotions and fears as well. Not only is it important for children to learn about Meditation and Metaphysics, it is equally important for adults to learn as well. The adults are the teachers. If children are to be brought up in an environment that is well-balanced and positive, it is extremely important for all types of teachers in the children’s lives to be educated in some form of Metaphysics.

J. Donald Walters’ primary purpose in writing his book, *Education for Life*, is to prepare children with the education that will not only be beneficial for employment and becoming an intellectual person, but also to help prepare them for life’s challenges, beyond school. He wanted to help educate children regarding life’s purpose and meaning that will help them prepare for a lifetime.

In J. Donald Walters’ book, *Education for Life*, he devoted a chapter just for the new curriculum of educational studies for children, which he terms, “Education for Life”. He says, “Perhaps all that is needed is a redefinition of already-accepted categories, and not a
total restructuring of them.” He continues saying, “Here, then, are suggestions for a new curriculum… Be it noted that this proposed curriculum includes all of the standard academic subjects. The main difference is that it defines them in such a way as to invite, rather than merely to tolerate, the inclusion of creative ‘Education for Life’ principles” (172, 173).

J. Donald Walters discusses and suggests the renaming of six subjects as follows:

The first subject –

The ‘Sciences’ be renamed to ‘Our Earth – Our Universe’… This name would cover everything that is now being taught under the arid name, The Sciences, but it would include also a suggestion of the orderliness of the universe… this designation would invite the students to… feel themselves a part of everything… it would encourage students to think of the universe as a wholeness. (173)

The second subject –

‘Personal Development’ would cover a wide range, from physical development to mental and spiritual development… physical development… hygiene, diet, sex education, sports, and general physical education. (174) Mental development… lessons and exercises in concentration, problem solving, how to develop the memory, secrets of balanced living, how to achieve and maintain inner centeredness, self-control, and joyful self-discipline… Spiritual development… secrets of happiness… truthfulness, non-attachment… It would also include such spiritual practices as affirmation, visualization, and meditation. (175)

The third subject –

‘Self-Expression and Communication’…mathematics and grammar… subjects as how to develop creativity…arts, interpretive dancing, music composition, music interpretation, and creative writing… carpentry, computer technology, public speaking, and salesmanship… Students of self-expression should be taught the laws of success. (175)

The fourth subject –

‘Understanding People’ would include history, geography, psychology, a study of the customs and beliefs of different cultures, and an evaluation of the
mores of those cultures in relation to what human beings themselves, everywhere, most deeply want from life. (176)

The fifth subject –

‘Cooperation’… how to get along with others; how to find a suitable mate; secrets of a happy marriage; how to raise children; how to find a job; the importance of working with others rather than against them; the art of supportive leadership; and how to develop personal magnetism. (177, 178)

The sixth subject –

‘Wholeness’… general topics as art and music appreciation, literature, philosophy, and religion… how religion ties in with human and social needs, generally. (179, 180) ‘Wholeness’ could emphasize the interrelationship between body and mind, and the importance of developing both in the quest for maturity. (182)

What J. Donald Walters describes in the six subjects has also been my vision, adding the essential real life and spiritual aspects to the curriculum, thereby, giving the students an overall well-balanced education that will prepare them for all stages of their lives, in and out of school, as well as into adulthood.
CHAPTER 3

METHODS

Meditation and Yoga are two very successful metaphysical practices that would greatly benefit all children, as well as all adults. These two practices should be brought into the public school systems to create awareness, focus, positivity, mental, physical, and spiritual well-being, as well as for the overall balance of one self. The examples of meditation that I have provided are for children and for adults.

Meditation

Meditation is a technique allowing one to make direct contact with Higher Intelligence, God, for the purpose of relaxation, contemplation, guidance, wisdom, truth, self-discovery, and allowing one to just be, becoming one with God. The more one meditates, the easier it becomes, conditioning the individual to make the direct connection with Higher Intelligence, God, rather quickly. As there are many different kinds of meditation, you have to find the right one that best suits you. I have listed below several different kinds of meditations.

Different Meditation Techniques
Mystical Meditation – Dr. Paul Leon Masters said, “Mystical Meditation is the key to contacting and maintaining contact with the Ultimate Intelligence. Through that contact, its Power and Intelligence can be manifested and demonstrated in your daily life” (Minister’s/Bachelor’s Curriculum 1: 7).

Affirmative or Self-Programming Meditation – Dr. Paul Leon Masters said, “To practice Affirmative or Self-Programming Meditation, you simply have to quiet yourself, relax, and give yourself a self-programming affirmation, or series of them. These affirmations should be said aloud – slowly and deliberately – so that the meaning is instilled in the mind. Self-Programming is aimed at the subconscious, or memory-bank of the mind. Given that the subconscious mind governs 90% of our conscious decision-making, Self-Programming can be used to maintain a positive, conscious and aware attitude in the surface or conscious mind” (Minister’s/Bachelor’s Curriculum 1: 8).

Guided Imagery Meditation – Guided Imagery is a type of meditation technique aimed at guiding the imagination on a journey to achieve a focused and relaxed state, while using as many of the senses as possible. Take in the sounds, the smells, and everything you can touch and feel. As the body and the mind are connected, while using Guided Imagery, the body’s senses reacts as if what you are imagining in the mind is actually happening. This form of meditation can be done with a meditation teacher or instructor, CDs, or with written text. By following what is being said, you can actually feel yourself in that particular place doing the things you imagine yourself doing.

For example, imagine yourself sitting at the beach putting your feet into the sand. While in deep meditation, you can actually feel your feet digging into the sand and feel your
toes moving around. You can feel your foot lifting out of the sand and then feel the sand while digging your feet back in. You can also put your head back and actually feel the heat of the sun upon your face. You may even feel warm, or get a little hot. While doing Guided Imagery, you can achieve a calm and tranquil state when you envision yourself in a relaxed and comfortable place. This technique may help with your health, emotions, and sense of well-being.

Mantra, or Transcendental Meditation – Mantra, or Transcendental Meditation uses the sounds of a mantra to achieve a calm and relaxed state. Repeating the mantra over and over again helps to prevent all the distractions from entering your thoughts and space, thereby, increasing your focus.

Mindfulness Meditation – Mindfulness Meditation allows you to be in the present moment without any judgments of your thoughts and emotions. This type of meditation allows you to separate yourself from your situations, to observe and become aware of your actions, thoughts, and emotions in those situations helping you to gain a better perspective to make better choices and decisions.

Walking Meditation – You can meditate while walking. As you are walking, pay attention to the steps you are taking, feeling the connection between your feet and the earth. You can also do walking meditation while just being around nature, looking around and listening to the sounds of nature. Either way, you can feel the connection with God, and all its beauty.
Prayer – Prayer is a form of meditation. When deeply focusing on the words in a prayer, and reflect on its meaning, you are making the direct connection to God, the Higher Intelligence.

Examples of Ways to Meditate:

- Mantra, repeating a word or phrase
- Use of a candle, focusing on the flame
- Breathing, focusing on the breath
- Walking, being one with nature
- Classes, take a meditation class

An Example of How to Meditate:

Meditate daily: Allow at least 10-15 minutes of meditation for the new beginner, and increase the time with each meditation while working up to about a half hour to an hour each day. Meditation is a personal experience and practice. There are many different ways to meditate you just have to find the one that is right for you and that allows you to just be.

1) Find a comfortable, quiet, and peaceful place that you will not be disturbed.

2) Some sounds are actually soothing, while others can be very distracting. Turning off the television, phones, and anything else that can distract you can help with your
concentration. While for some people, soothing meditative music and waterfalls work very well.

3) Get yourself comfortable by wearing loose fitting clothing and by taking your shoes off. Make sure that your clothing keeps your body at a comfortable temperature so as not to be too cold or too hot.

4) Sit in a comfortable position. Some people prefer to sit on the floor in a lotus position, while others prefer to sit in a chair without crossing the legs, while keeping the feet firmly planted on the floor or ground. The important thing is for the back to be straight. Do not slouch. Rest your palms on your lap or knees with the palms facing upward.

5) Close your eyes, or stare at the flame of a candle, or any other object that relaxes you.

6) Focus on your breathing. Become aware of your breathing as your breaths go in and out. Do not judge anything, just breathe. Breathe in slowly, in through the nose, and slowly, out through the mouth.

7) Use the meditative practice that is most comfortable and most appealing to you. Whatever meditative practice you choose, when completely focused, you should feel yourself achieving a calm and peaceful place.

8) Take notice of what you observe in meditation. Do not judge what you learn. Just observe, and write things down in a journal. For children doing meditation in school,
it is helpful to have a talk session after the meditation to allow the children to share what they have experienced.

**Yoga**

Yoga is aligning the body with the mind and the breath through the many different yoga poses along with meditation. Yoga was first discovered in India thousands of years ago and was developed for the purpose of creating awareness, strength, and alignment of the body, and the mind. A yoga practice usually consists of breathing exercises, yoga poses, and meditation. Yoga can help children and adults to gain strength, flexibility, coordination, balance, focus, and self-control, while also helping them to relax, thereby gaining a better night’s sleep, as well as helping them to decrease stress and anxiety.

As there are many different kinds of Yoga and Yoga poses, I am offering three examples of Yoga poses for beginners, and ones that can be taught in the public schools.

Examples of Yoga poses for younger and older children

“Bridge Pose

**Benefits:** stretches chest, neck, and back; calms the mind; reduces stress and depression; improves digestion; strengthens legs

1. Lay down on your back.
2. Place your arms on the floor, alongside your body.

3. Bend your knees, setting your feet flat on the floor.

4. Exhale, and lift your hips towards the ceiling. Hold this pose for a few breaths.

5. Exhale, and lower your hips back to the floor.”

(https://www.namastekid.com/learn/kids-yoga-poses/bridge-pose/)

Upward Facing Dog Pose

Benefits: strengthens the spine, opens and stretches the chest, relieves stress and
fatigue, relieves symptoms of asthma

1. Begin on the floor, lying on your stomach.

2. Bring your hands up by your shoulders, palms on the floor.

3. Inhale, press your hands into the floor.

4. Straighten your arms, lift your head and torso up as high as you can, keep your elbows close to your body.

5. Hold this position, breathing easily.

6. Exhale, return to the floor, leading with your chin.

7. Breathe deeply and hold for 30 seconds to 1 minute.”

(https://www.namastekid.com/learn/kids-yoga-poses/upward-facing-dog-pose/)

Warrior II Pose
Benefits: strengthens and stretches legs and core, stretches chest and shoulders, relieves backaches

1. Stand with your feet wide apart.

2. Turn your left foot in and your right foot out 90 degrees.

3. Inhale, and lift your arms to shoulder height.

4. Exhale, and bend your right knee. Be careful not to extend your knee past the 90 degree point with your ankle.

5. Keep your torso tall, turn your head, and look out over your right finger tips.

6. Inhale, straighten your legs and lower your arms.

7. Repeat on opposite side.

Tip: Work affirmations into the warrior series. Have kids say ‘I am strong’, ‘I am capable’, etc. Take the time to explain the meaning of these words, and have the kids think about times they felt strong.” (http://www.namastekid.com/learn/kids-yoga-poses/warrior-II-pose/)
CHAPTER 4

FINDINGS

Metaphysics and Spirituality in the Classrooms is a huge topic for me and is close to my heart. Without knowing it, intuitively, Metaphysics is what I called upon for my expanded spiritual growth, and I have a huge passion for bringing awareness to the unaware, helping people to tap into their spiritual side, and helping others to evolve. As I deal with my adult clients in my Holistic Life Coaching practice, as well as through my own spiritual growth, I see the need more and more for this type of awareness to occur as a child and not wait until they become adults. When the emotional pain is so heavy and no longer bearable, and the individual desperately wants a change for the better, it is usually when their awakening process occurs. Unfortunately though, the heavy emotional pain in the body can develop over time, and if it is not dealt with, it can increase over time as well. But, if a child were to embrace the awakening process early on, it could alleviate them from developing heavy emotional pain growing into adulthood.

Children are taught many things in school, but they are not taught how to be happy, or how to embrace self-love, or how to have and develop that deep love and compassion for others. Like adults, children have intuitive knowing, but if they are not taught to embrace their intuition, their lives can be one of confusion. They may feel certain things, sometimes unsure of what they feel, and their intuition may be challenged because society, as a whole,
is not open and receptive to teaching children how to embrace their inner knowing or to find their alignment with who they really are.

Children learn very early in life, especially boys, that if you feel your emotions, and/or cry, then you are considered weak. They are taught to ignore their feelings, thereby, also ignoring their intuitive and psychic abilities. They can get to a point of not trusting what they see and feel, and turn the other way, and thereby, turn it off. It becomes a huge disadvantage to them, as well as with all others that they come in contact.

Most children are not taught about their own journey and how to embrace their purpose in life. Everything they learn in school is designed so that they can develop in this physical world and in this physical world only. As we are spiritual beings having a human experience, could you say that it is important to tap into and live from our spiritual nature while having this human experience? If we did not, could you say that we would feel and become unbalanced?

Like all living things, the plants, the flowers, and all animals that live from their spiritual nature, would it be fair to say that we should too? We come into this world knowing our spiritual nature and live naturally, but as time goes by, as we experience this physical world and those around us, we tend to move away from and forget that we are spiritual beings. If we are not taught to remember who we are, we can live a life without meaning and purpose, and a life of non-fulfillment. When we do not tap into our spiritual side, negativity can creep in, develop and grow, and eventually build into all kinds of unwanted, negative emotions causing depression and illness. Engaging into our spiritual
nature is not something for a selective few, but a necessity for all in order to live a life of happiness with purpose and meaning.

Unfortunately, today, a lot of people will end this lifetime with very little spiritual growth. And then, there are those whose life will have shown to be a life well spent. Why not make everyone’s life a life well spent? Why not give everyone that opportunity for awareness and growth? Children starting at a young age, becoming aware of their spiritual nature, will give them a huge advantage to living a much longer, healthier, and happier life. As they grow, they would also be able to see, and just know, their calling. We owe it to the children to educate them, for themselves, for their journey, and for what they have to contribute to this world as a collected whole.

Unfortunately, I see too many people, myself included, that start out in school, in college, going into a field that they are not really thrilled about, but do not have any other choice, or alternative. Sometimes, young adults are led by their parents and what their parents want for them, that they go into a field based on their parent’s advice and demands without the parents even thinking to engage in the child’s gifts and talents, and what the child dreams of doing. The young adults think this is the direction that they should go in, only to find much later in life, that they are so unhappy, and make a decision to completely change careers, thereby changing their direction in life. They would have to start all over again, going back to school, sometimes while married with children, in which life can become chaotic, and very stressful that can cause a strain on the marriage.

The topic of bringing Spirituality in the classrooms is not something new. This topic has been discussed over the years by spiritually aware individuals who have written many
papers and books on the subject. But, because Metaphysics and Spirituality are still not taught and instilled in the classrooms worldwide, through this dissertation, I would like to add to my findings on the subject, and take it further. I will show you why I feel the necessity to teach our children about Metaphysics and Spirituality, as well as the advantages and benefits of bringing it into the classrooms.

**Metaphysics**

Although there are many different aspects of Metaphysics, the basis of Metaphysics is the field of philosophy that studies our true nature and reality, being and knowing.

Some important questions commonly asked involving Metaphysics are:

- Who am I really, where did I come from?
- Why am I here, what is my life purpose?
- What happens when I die? Is there an after-life?
- How can I attract abundance in my life?
- What or who is God?

Listed within this dissertation, I have included various subjects within Metaphysics that can be taught in the public school systems. For example: Creativity – If children were encouraged to tap into their unique creativity on a regular basis, they would remain connected to their inner spirit. If they were also taught about where their unique creativity originates from and how it develops, they can learn how they create their own reality.
Understanding this important topic will help them to make better choices and decisions as they grow.

By introducing these various subjects to the students, it will give the students a real understanding of who they really are and the understanding of the power of the universe that they live in. They can be taught about the benefits of knowing the Laws of the Universe and how each Law affects them and those around them. The benefits of knowing this kind of information will be a tremendous asset to the quality and effectiveness of their life. For example, if children were taught early on about the Law of Attraction, they could use this information (like attracts like, what we think about we bring about) to create their own reality directing their life to one of total happiness, self-fulfillment, and purpose. Isn’t that what we want for our children, for them to enjoy their life and be happy? Bringing Metaphysics into the public school system will help accomplish that!

Spirituality

Spirituality is seeing beyond the outer circumstances limited by our five senses (see, touch, taste, hear, and smell) and connecting to our intuitive sense (often called our 6th sense), our understanding and knowing of what is behind our situations and circumstances. Even though our outer being, our physical body will someday die, our inner being, our true spiritual being is eternal. Spirituality can mean many things to many different people and religions, but the essence of spirituality is God, or a Higher Being. When one understands the depth and true meaning of spirituality, they will begin to see the connection we all have to one another, that we are all one with ever-present, eternal God.
Spirituality vs. Religion

Without getting into too much on the subject of religion, briefly, I will only touch upon the difference between spirituality versus religion. I do feel that spirituality is at the root of all different kinds of religions. In my opinion, I see and feel that “Religion” separates people into different categories and different groups, while “Spirituality” unites everyone as one. Religion is following a belief set by others, and a belief in what others experience, while Spirituality is engaging in and having a belief in one’s own personal experience.

Although some colleges are teaching all about the different kinds of religion, I am not proposing bringing religion into the public schools, but rather, bringing in Spirituality, the depth and essence of who we truly are at the core of our being. There is a huge difference! When one has a true spiritual experience, truly aligning with God, they begin to see that spirituality takes on a much deeper meaning and goes beyond all religions, but yet, it encompasses all religions. Spirituality, when fully understood, encompasses all there is, as one! People who have not had this kind of spiritual experience of truly aligning themselves with God may not understand the depth of what Spirituality truly means. It is for this reason that it is imperative to teach the children about Spirituality.

Children are born pure and innocent and they are naturally the closest to their own spirituality than all others without even trying. Children need the guidance on how to
naturally maintain that pureness and connectedness to Source Energy, God, all throughout their lives. If not taught at a young age, through their environment of all those around them, and all the negativity that can develop, they can lose that connection rather quickly. Starting with children at a young age, they need to have this kind of spiritual connection to sustain a lifetime of happiness, fulfillment, purpose, meaning, and most of all, understanding.

**Meditation**

Meditation is allowing yourself to quiet your conscious thinking mind while making direct contact with your subconscious, Higher Intelligence, God-Mind, God. Unfortunately, as we grow, we begin to lose touch with our true nature, the spiritual essence of who we really are. And, as we get older, we start to develop negativity in our lives and tend to carry that negativity around with us, day in and day out, without even realizing we are doing it. The happy person we once were can be masked by our negative emotions, and we can become unhappy and depressed, sometimes without even a clue as to what happened, and why. Whenever we are feeling bad or negative it is the work of the ego, our false self. Through meditation and our deliberate focus, we can shed the layers that are causing us so much pain and discomfort and bring ourselves back to our happiness once again. Meditation is an excellent way to maintain control of our emotions and negative ways of thinking and bring ourselves back to our center again becoming connected to who we really are our true self.

There are many reasons that people meditate: for reflection and for deep contemplation within oneself and their situations, to feel a oneness with God, to relax and to feel calmness, to help heal their physical body and health issues, for greater intuition, to tap
into the wisdom of the Universe, just to name a few. Through meditation, one can also train
their subconscious mind while using positive affirmations.

Affirmations are positive statements declaring something to be true. By using the
positive affirmations while meditating, you are programming your subconscious mind.
Meditation is like anything else, the more you practice and use it, the better you get at it. In
time, the people who practice meditation on a regular basis are able to get into a very calm
and relaxed state rather quickly.

Meditation can help heal the Mind:

- Ease anxiety, stress, and depression
- Shift limiting and old worn out beliefs
- Gain clarity and focus
- Improve memory
- Increase creativity
- Increase visualization and imagery
- Develop clearer thinking
- Eliminate negativity and negative emotions

Meditation can help heal the Body:

- Reduce blood pressure
- To remain calm to deal with issues and problems
❖ Improves and lowers heart rate

❖ Improves breathing

❖ Improves sleep and sleep patterns

❖ To relax

❖ Boost the immune system

❖ To prevent illness and disease

❖ Increases energy level

Meditation can help heal the Spirit:

❖ Gain a better knowing of oneself

❖ Builds self-confidence and self-esteem

❖ Balance the chakras and your overall system

❖ Increases awareness, epiphanies, and “AHA” moments

❖ Develop inner peace

❖ Increase and deepen psychic abilities

❖ Increase intuition

❖ Connect with Higher Intelligence, God

Yoga
Yoga is a physical practice and a part of Metaphysics that uses specific yoga poses along with meditation to realign the body and the breath with the spirit.

How to incorporate Yoga in the public school system:

Since yoga is a physical practice, suggestions would be to make yoga a part of either a health class or a gym class, that way it would be taught and practiced on a regular basis. Yoga can be incorporated into health classes for the benefits of increased and better health, as well as for balance of one’s overall system. In gym classes, the sports that are taught are good for the physical body and the mind, but now we can add yoga to the equation which will allow the students to embrace and add to the spiritual part of who they really are. Adding yoga to the curriculum will help the children feel more balanced and whole. Either way you bring yoga into the public school systems, it would be very beneficial for one’s body, mind, and spirit.

Benefits of Yoga:

- Helps to maintain balance
- Helps to increase focus and concentration
- Increases flexibility and strength
- Builds better posture
- Improves muscle tone
- Aids in body awareness
- Breathing techniques can help you relax
- Provides clarity and calms the mind
- Reduces stress
- Lowers blood pressure
- Reduces heart rate
- Can lower cholesterol and triglyceride levels
- Boosts the immune system
- Increases energy level
- Helps the student with better decision-making
- Decreases the fighting among students
- Increases the student’s self-esteem, self-confidence, and self-awareness

**The Awakened Adults**

Parents and Teachers – Since the parents and teachers are the ones who will teach the children, it is imperative that those adults have the proper training and understanding of Metaphysics and Meditation. These adults will always teach and lead the children, and they should have the proper background, and practice what they teach. Awakened parents and teachers will properly guide the children giving them the solid foundation of one self that will benefit them for a lifetime, in all that they do.

All Other Adults – So many people go through life completely unaware of their inner self. Many people often live through their ego, not realizing that they have an inner being
that is the essence of who they really are. Many believe that we are just this physical body. I often say that 2% of the world gets it, that the other 98% are completely unaware. If you go through your day and take notice of everyone you come into contact with throughout your entire day, take notice of how many individuals really understand the depth of Metaphysics. How many of those individuals that you come in contact with from driving to work, interactions with your co-workers, dealing with people at the convenience store, your own family members, friends, and those that you just observe walking and talking, how many of those are really aware? Have you noticed their attitudes, the angry person, the person with the loud foul mouth, the extreme selfish ones, the tempers flaring, the inconsiderate ones, and the people that just do not care?

If you walked up to a random person and asked them if they meditate, they would look at you like you are from Mars. I find that most people do not meditate and have never tried. It is through this type of observance that makes me realize how crucial it is to awaken the world. Yes, we have to get more adults on board, but the real change in the world will start with the children. They can pave the way for the next generation, and the future generations to come. No matter what field you are in, or work that you do, having the knowledge of Meditation and understanding its benefits can help each individual to reach their full potential. Having a clear, direct connection with Source allows the individual to use their God-Given gifts and talents as they were meant to.

The Awakened Child

Since children spend seven or more hours a day in school five days a week, imagine a child having this knowledge of meditation during school hours. Imagine being taught how
to remain centered and grounded, how effective their day could be. Imagine the children using this knowledge of meditation, especially during the most difficult, and emotional, teenage years. Imagine children who are hyperactive being able to calm themselves down automatically, on their own. Or, the child who is contemplating suicide because they are being bullied, or the child that feels they are not loved and without friends being able to realize the truth of their soul and the truth of the situation, that it’s not about them, that there is nothing wrong with them, and they are okay just the way they are. Having childlike ways, the awakened child would be able to look at life very different than that of an adult. They would be able to maintain and stay connected to the free spirited child within them as they grow up. They would learn to stay connected to nature, and truly enjoy and appreciate the beauty of life much more.

As the children head into their college years, many are undecided as to what to major in, or they major in something just to have a major, but find that they are not happy in the long run with what they have chosen to do or what they end up doing in life. By having a metaphysical background early in life, it can help them to understand which way they should go in life, which path to take that will lead them to a truly fulfilled, and satisfying life. It can help them to make better choices and decisions helping them to follow their passions, gifts, and talents.

**Metaphysics and Spirituality in the Classrooms**

*Advantages to bringing Metaphysics and Spirituality into the public school systems:*

- Helping young people to ask the big questions in life
Helping young people to explore the meaning to life, and discover their life purpose

Learn about the Universe and Life Force Energy

Learn about the many different Laws of the Universe, such as, the Law of Attraction (like attracts like), and the Law of Karma (cause and effect)

Learn about the abundance of the Universe, and how to attract it

Helps young people to recognize and embrace their gifts and talents

Creates curiosity and wonder

Learn about Self-Respect, Self-Acceptance, Self-Love

Builds Self-Esteem and Self-Confidence

Helps to develop clear focus

They would learn how to meditate and connect with God-Energy

Creates balance in their lives – when one part of who they are is missing from their learning experience, they will feel unbalanced and lost. They can become balanced and whole.

Learn how to release negative energy

Helps young people to develop more personal, meaningful relationships

Creates discipline and perseverance

Increase in good and calm behavior
• Decrease in drug and alcohol use, bullying, violence, crime, and suicidal thoughts

Disadvantages of not bringing Metaphysics and Spirituality into the school systems:

• Most children would not learn about their true nature, who they really are

• If negative issues and negative beliefs are not resolved at a young age, it will continue into adulthood and the negative issues and beliefs could become so deeply rooted, thereby, affecting every aspect of their life that could last a lifetime

• Children may never discover their true gifts and talents

• Children may never reach their full potential or discover their life purpose

• Children could be missing out on a full lifetime of happiness, and peace

• Children need a solid foundation of their own spiritual nature, and by not bringing spirituality into the public school system, if they do not have enlightened parents, where and who would they learn it from?

How having the knowledge of Metaphysics and Spirituality can change the lives of children:

• It can get children off of unnecessary prescription drugs:
  
  ➢ ADD/ADHD children – “Medicines… were meant to heal, but the amphetamines used on children with attentional problems didn’t heal – they controlled.” (Stein, 5)

    ▪ Help them to focus more without the use of drugs

    ▪ Help with behavioral problems and issues without the use of drugs
Drugs for anxiety and stress – children can learn to meditate to relieve anxiety and stress without the use of drugs.

Most medications have warnings of all different kinds of side effects. Some medications even say that it could cause depression and suicidal thoughts. Isn’t that what some children are being treated for in the first place, and trying to avoid? But yet, doctors are prescribing medication that can cause them to feel more depressed and suicidal.

- Helps them to develop compassion and understanding for others, they would get along better with their peers
- Helps them to discover self-love and self-acceptance
- Helps them to discover high self-esteem and self-confidence
- Helps them to discover a higher level of understanding of the big picture and the universe and their place in it
- They would develop a realization that they matter and that they have high self-worth
- They would be able to recognize and maintain their connection with their higher self, their connection with God

**Teaching the students in the public schools:**

Teachers have to be educated in order to teach. Teachers, who teach children about Metaphysics, Meditation, or Yoga, will have to know and practice what they teach. The
following is a list of the kind of teachers that have the experience that is needed to educate the children about metaphysics:

- Enlightened individuals who have a Metaphysical background
- People who have received their Metaphysical Doctorate degree, or other Metaphysical degrees
- People who have received their certifications in different modalities of a spiritual nature
- Ordained Metaphysical Ministers

Classes and Subjects

The following is a detailed list of the different kinds of classes and subjects that can be taught in the public school systems. The list below is an important one and will give the students an overall balanced spiritual education in Metaphysics and Spirituality. This list includes, but is not limited to, all essential metaphysical classes and subjects. These classes or subjects are suggestions that I feel are imperative for students to learn, understand, and practice. These classes or subjects will give the children a great spiritual education to coincide with their current curriculum giving them an overall balanced education.

Classes and Subjects within Metaphysics that should be taught:

- Mysticism – Definition, History, Understanding
- The Laws of the Universe – several laws listed:
  - The Law of Attraction
 The Law of Relativity

 The Law of Allowing

 The Law of Karma – Cause and Effect

 The Law of Compensation

 The Law of Transmutation

 The Law of Polarity

 The Law of Deliberate Creation

 The Law of Rhythm

 The Law of Abundance

 The Law of Oneness

❖ Meditation

❖ History of Meditation

❖ The Power of Meditation

❖ Different types of Meditation

❖ How to use Mediation

❖ Aligning Oneself with the Mind of God

❖ Affirmations

❖ Yoga
- The different kinds of Yoga and its use
- Where the different kinds of Yoga originated, its History
- Yoga poses
  - Visualization
  - Imagery
  - Power of Positive and Negative Thinking
  - Ultimate Happiness and Peace
  - ESP and Telepathy
  - Universal Mind of God, Source
  - Love
  - Astrology
  - Dreams
  - Mindfulness
  - Intuition
  - Life after Death
  - Reincarnation
  - Meaning of Life
  - Passion
❖ Chakras

❖ Many Ways to Eliminate Negative Energy

❖ Being in Balance

❖ Self-Discovery

❖ Life Purpose – Life’s Work

❖ Subconscious and Conscious Mind

❖ Awareness, Epiphanies, “AHA” moments, Enlightenment

❖ How to Gain Control Over One’s Own Life and Emotions

❖ Manifesting

❖ Belief System – Creating Positive Beliefs and Eliminating Old Worn Out Beliefs

❖ Psychic Abilities

❖ Tapping into Own Creativity

❖ Life Force Energy

❖ How to Maintain an Abundant Mentality

❖ Answered Prayers

❖ How to Live Your Life, the Metaphysical Way

❖ Religion vs. Spirituality

❖ Interconnectedness of Mind, Body, and Spirit
Interconnectedness of Everybody and Everything in the Universe

Suggestions for implementing classes into the public school system:

- Start at the first grade level around six years old, with basic concepts bringing the awareness of Metaphysics, Meditation, Yoga, and Spirituality. Younger children are very close to their true nature, their true connection to God. They are innocent. It is important to start at this young age because, as we get older, even a couple of years older, if not nurtured, we start to lose touch with our true nature.

- Continue at the second and third grade levels with deeper concepts, around seven to eight years old when impressions of the world starts to really take shape and change, helping the children to deepen their knowledge.

- Develop projects involving interconnectedness of the whole, and the universe, within regular classes

- Add spirituality to accompany each subject – for example: while teaching Science, add the topic and understanding of the Universe and the interconnectedness of the whole

- Meditation classes

- Yoga classes

- Make these concepts and classes a mandatory part of the children’s regular school schedule
As the children develop into middle school, high school, and even college, make the classes an elective.

Develop an after school program for those who are interested in study groups for learning and practicing meditation and different forms of Metaphysical modalities.

Organize field trips.

Organize community projects.

**How Metaphysics and Spirituality in the public school systems could change the world:**

If, the amount of people who meditate on world peace is vast enough, collectively, we can change the energy in many areas of the world, thereby, changing the threat of wars, violence, and crime.

Beginning with a new generation, having the understanding of Metaphysics and Spirituality could transform how we see the world. It could end wars, violence, and crime.

As the practice of Meditation grows throughout the world, it would help to transform each individual which will transform the Whole Consciousness of the World.

By allowing children to be taught Metaphysics, Spirituality, Meditation, and Mindfulness, they are able to reach their full potential becoming intellectually, mindful children who would be running the country someday. Imagine our country, and our world being run by spiritually aware and mindful people. *Just Imagine!*
CHAPTER 5
DISCUSSION

Bringing Metaphysics and Spirituality into the public school systems is a very important topic that needs to be addressed within our society. We are all spiritual beings, and if we are not taught how to nurture and maintain our spiritual nature we can become very unbalanced, sick, and even fall into depression. More importantly, if we are not taught, and do not nurture our spiritual nature at a young age, it can lead us into a very difficult, emotional, and stressful adulthood.

Proposing the idea of bringing different areas of Metaphysics and Spirituality into the classrooms will give the children a good solid foundation for helping them to maintain their alignment with God, Source Energy, all throughout their lives. When maintaining alignment with God, Source Energy, they are living the life that they came forth to live. Without this alignment, all sorts of negativity can develop, and actually interfere with their spiritual growth. If not dealt with, this negativity would carry over into their adult lives which can cause an array of all sorts of negative issues to be manifested into physical form, such as depression, suicide, rape, violence, and crime.

We, as a society, wonder why people hate each other, we wonder why people murder each other, we wonder why people rape each other, and we wonder why there are wars against each other. We, as a society, have to answer to this. And, we as a society can stop it! We, as a society, can turn this world around. It will not happen overnight, but beginning with a new generation, it can be done.
Children are taught everything in school that pertains to this physical world that we live in, but they are not taught how to maintain their alignment with the essence of who they really are, with God, Source Energy. Imagine the kind of life our children could live if they were taught how to meditate and do yoga in school. Imagine their greater focus and concentration levels rising, and their greater attention span increasing resulting in better grades, as well as, better behavior. As the children grow through the different grade levels, while still being taught about their continued awareness of self, they are better able to maintain that awareness into their adulthood. Children, at a young age, would be given the golden opportunity that would set them up for a lifetime to embrace, not only what they need for this physical world, but also to maintain their spiritual path in life, as well as their true calling, and life purpose.
CHAPTER 6
SUMMARY AND CONCLUSIONS

The current school curriculum includes math, science, language, history, etc..., which all engage in the mind. Gym class engages in the body. As we are spiritual beings, now, we need to add the missing components, Meditation, Yoga, and the subjects of Metaphysics and Spirituality to engage in the spiritual to teach the whole child in Mind, Body, and Spirit in equal measures. Without educating and showing the children how to engage in this most important part of their inner self they would not be engaging in the whole and complete part of who they really are. Something would always be lacking, feel incomplete, and remain unbalanced.

The importance of bringing Metaphysics and Spirituality into the public school systems is not an attempt to change anyone’s religion or any religious beliefs. But, rather it is about helping everyone to reconnect and stay connected to their inner spirit, helping others to align to their true nature, just like all of the plants and animals that live naturally, from their spiritual nature, one with God. When we live from this connection, we are able to make better choices and decisions that are more in line with the work that we came here to do, as well as with our own spiritual growth. It will also help everyone to interact with one another, not from their ego self, but from the understanding of who they really are.

I have heard many children make the comment, I do not understand why we have to go to school and learn stuff that we are never going to use. This is very true! Many adults feel that some of what they had learned in school, either they don’t remember, or have never used again. Why not give our children something that they can use for their entire lifetime?
Give them the gift of not only remembering what they are taught, but using this wisdom their whole entire life, engaging in their own essence of who they really are, engaging in their own spirituality. As much as spirituality encompasses the interconnectedness of everyone as a whole, it is also about one’s individual journey, and helping everyone to engage in their own journey.

We will always encounter those who are critical and skeptical of what I am presenting in this dissertation. An atheist, for example, may not believe in religion, God, or Gods, and looks for, and needs proof of such before they can even open themselves up to believe, or even to the possibility that there is more to life than what they are living. But, what the critical and skeptical people do not understand is that spirituality is a personal experience, and if they are not open to receive this experience, they will not receive it and get the proof that they are seeking. What we seek is always within.

The people who have had spiritual experiences are those who do believe and know that there is more to themselves than just their physical body. They know that there is a God, and they know that they are spiritual beings having a human experience. You cannot discount or discredit someone else’s spiritual experience, because it is not yours, it is their own personal experience. All I can say to the non-believers is this… try meditation! Have an open mind, and just try it! If you do it with an open mind, you may experience just one thing that can open a door. And, that one thing can help to view things just a little bit differently. And, if you are one that needs proof, that one thing may be the only proof you need, and meditation is how and where you will find it!
This is a balanced universe that we live in. But yet, the public school systems are not balanced. The public school systems are missing a key component in their educational system. They teach classes relating to both the body, and the mind, but they are lacking the spiritual aspect. There has to be balance in everything. So, why not in our school systems? It is why, in my opinion, that children are not so happy about school. They feel it. They know on a deeper level that something is lacking! And, because they are not currently taught about Metaphysics and Spirituality, they are just unsure about what they feel.

It is time to wake up! We see the way the world is, there is more negativity than positivity going on in this world today. Based on wars, violence, crime, and the disconnection of many others, we see that what we are doing is not working. In fact, it is only getting worse. Now, we have the opportunity, and we can really do something about it. We can bring Meditation, Yoga, and the subjects of Metaphysics and Spirituality into all of the school systems!

It is time for great positive change! And, this kind of change is in our control. It is time we take a good hard look at the possibility of real positive change in the world, and it can all begin with our children. Our children hold the key to transforming the world. Every parent wants better things for their child than what they had, and in that thought every parent wants their child to live in a peaceful, wonderful world. Our children not only can have the answer, but they are the answer! The children are the future. Why not make it a beautiful world for them, and for future generations to come. Just imagine how beautiful this world could be. It is time to take action! It is time for real positive change to begin, and that time is now!
CHAPTER 7

Works Cited


