


Synthesis :



Teacher training, aimed at
Primary Education, for the
development of timely stimulation
through the Program
of Educational Meditation

Introduction

Teacher training for the development of timely stimulation through the Educational Meditation Program for Initial Education, is a training in Education for Peace, delivered initially for educators who work with children from 0 to 8 years of age. It is a process of self-knowledge, leading to the experience of internal peace, which can be chosen at any time. From this inner experience, the teachers learn to improve all aspects of their life, discovering joy and the ability to inspire with their own example. The initial benefit of achieving this inner change is the elimination of stress and appropriate emotional management for themselves. Secondly, it trains them to apply this program to the children, providing a series of practical tools so that they can create activities based on their own teaching experience, to develop multiple intelligence, incorporating fundamental aspects of timely stimulation.

The program was created by Isha Judd and her Educational Foundation, a multidisciplinary institution, with a broad and recognized curriculum in Education for Peace; from presentations at the United Nations, international conventions, programs coordinated by governments and university awards, to a deep experience in countless social activities to support the community, especially in the most disadvantaged places in Latin America. The program covers children and adult education, the culture of peace, intercultural dialogue and social cohesion, psychology, psycho-pedagogy, the arts, communications, human relations and the development of integral health. The purpose of the educational program is the development of being, starting from consciousness itself to encompass the physical, emotional, cognitive and psychosocial. A person who knows himself, knows that beyond the movements of the outside world - which are often intense and difficult to navigate - there is an experience of inner peace, which gives him confidence and security at all times enabling him to feel free, happy and dignified, without being subject to external constraints that can limit one, such as the criticism, fear and the stress imposed by society. From that internal place, human coexistence develops naturally and progressively.

This training course was created so that teachers themselves receive the benefits of this program and, based on their personal and professional experience, share the knowledge with the children. It enables them to really accompany and inspire each of their students on the path of life, and plant a seed of invaluable wisdom, which will be in the depths of each child, to sprout especially in the most difficult moments, reminding them, that everything they seek and all the answers are in their own heart.

The fundamental role of educators.

For many, teaching is a vocation born of a deep love for humanity and for future generations. Unfortunately, this humanitarian and solidarity motivation is difficult to maintain when faced with the harsh reality of fractured communities, a growing workload and the stress of daily life. But we must not lose sight of the fact that the success of any educational institution depends on the motivation and initiative of its teachers. The role of the teacher is the axis of the educational wheel on which the school advances. Therefore, we must look for ways to help the educator take care of their own well-being, and to cultivate and grow the initial inspiration that brought them to the profession. That is why the cornerstone of this educational proposal is the Training of Educators in Educational Meditation.

Training of educators

Our Educator Training qualifies participants to teach Educational Meditation in early childhood education based on their own experience. The training is dedicated mainly to strengthening the teachers own inner connection, so that their dynamism, passion and dedication can shine even in the most conflictive communities and in the most stressful situations. This Training has 4 axes of study:

Inner child

Through the use of games we invite the educator to reunite with his inner child. As this is the most instinctive learning tool for children, relearning to play enables the educator to interact with the children in their own language.

Introspection

The regular practice of Educational Meditation provides teachers with effective tools to strengthen their own connection and thus share their experience with children in the activities: Learn to Be.

Teaching materials

We explore the concepts and foundations that sustain each session while we learn and rehearse how to teach them. To ensure that the teaching arises from the educator's own internal experience, we use dynamic and playful ways of bringing the material to life, drawing on the innate strengths of the teachers and allowing the same material to evolve so that each one can make it their own.

Emotional well-being

We work closely to support each teacher in the discovery of their own emotional world, which emerges naturally through introspection.

We work in this axis with elements related to communication, helping each educator to align their way of expressing themselves as closely as possible with their feelings,

achieving a transparency and integrity that permeates their way of teaching and communicating.

The benefits of practicing educational meditation

The source of inspiration for this program stems from the internal experience generated by Educational Meditation. It is therefore important that the educator in charge of imparting it is applying the knowledge acquired in his own daily life. This adds more strength to the sessions, since they change from a purely conceptual level to a transmission of shared experiences between the educator and the child.

Emotional expression

It is particularly important that the teachers in charge experience emotional well-being. To encourage this, we provide a support network to accompany each trainee, offering them the guidance and tutoring necessary to maintain the inner state of openness and dedication required for optimum teaching. It is important that educators maintain contact with the experts of the Isha Judd Educational Foundation, who have extensive experience and can provide the necessary support. This support network offers, in addition to individual support, Circles of Expression so that they can meet with their peers and share their experiences.

Essential qualities for educators

- They relate to children from their own internal connection.
- They value their own individuality and that of others.
- They embrace differences and foster an environment of non-discrimination.
- They are open to listen and learn from children.
- Connected with their own emotional life, they cultivate introspection and lead by example.
- They seek to highlight the strengths of each individual and encourage them to explore any field that is of interest to them.
- They feel open to asking their colleagues for help.
- They help children to discover their own innate talents, empowering them to add their own perspective and inspiration to the collective body of human achievements, rather than, unconsciously, imitating the words and actions of others.
- They flow with change.
- They allow students to teach each other.
- They find opportunities to progress in the face of obstacles.
- They learn, change and evolve permanently.
- They choose to be vulnerable and transparent.

Course objectives

Achievement competency:

At the end of the training, each participant will be competent to develop the techniques, principles and methodology of the Educational Meditation program, from their own experience, and to encourage timely stimulation in early education.



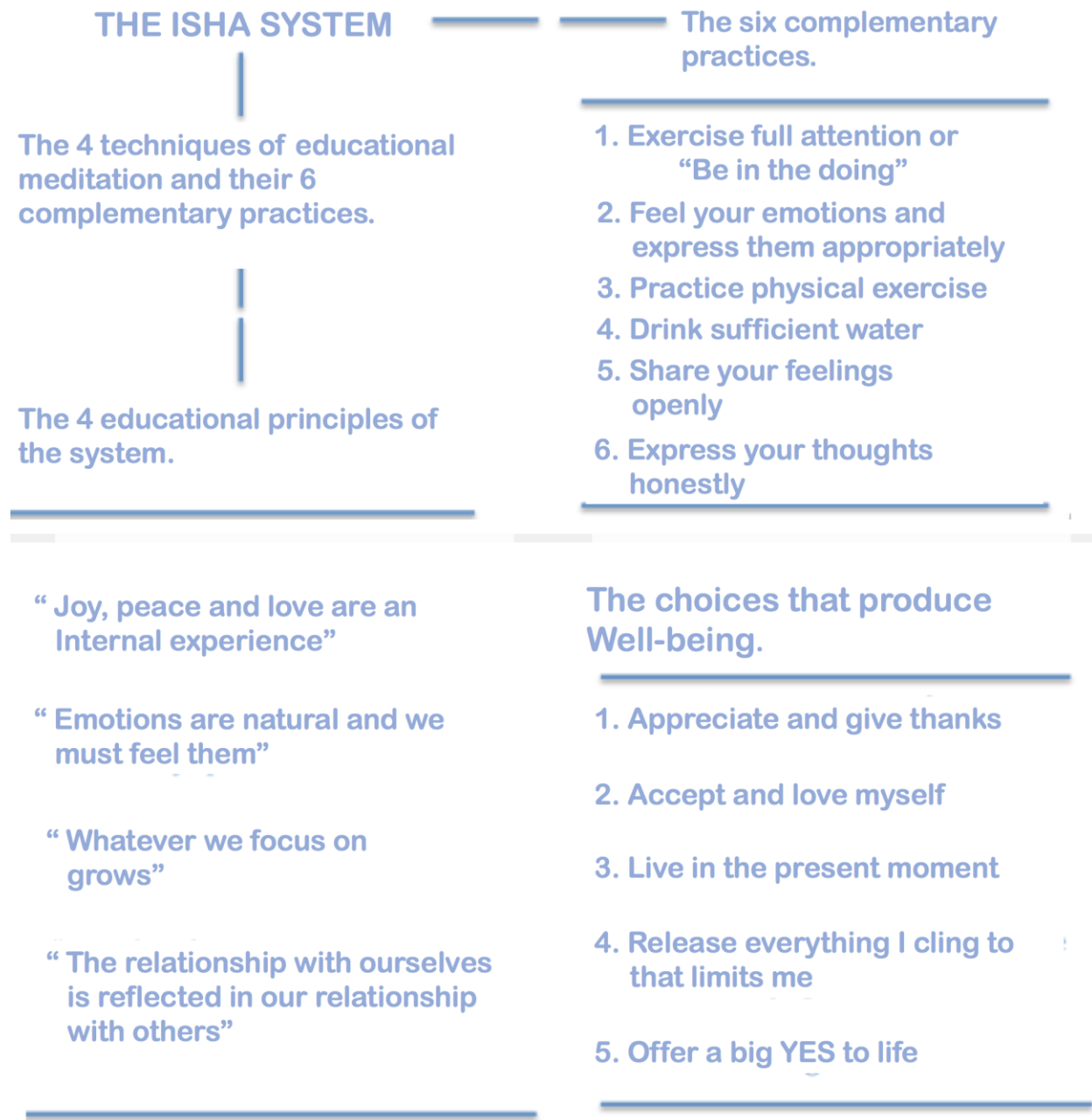
Units of competency:

Each participant who successfully completes the training is able to:

1. Experience well-being, living their own life with less stress and more joy. (Module I)
2. Transmit the Educational Meditation program for initial education to their students, from their own experience. (Module II)
3. Motivate parents, mothers and guardians, in sessions before and after the intervention. (Module II)

Program content:

Module I



Module II

"Meditative education" program by Isha Judd for children from early childhood:

"The hidden diamond"

Module I

To meet the objective of Module I the educator will be instructed in the technique of meditation and in the complementary practices of Educational Meditation. The **COMMITMENT** to practice these components enables the educator to make the **CHOICES** that facilitate an experience of **WELL-BEING**.

Commitment

We can summarize the commitment to practice as follows:

C.1 Daily meditation



C.2 Practice mindfulness



C.3 Caring for the body: Feeding, hydrating and exercising it properly



C.4 Feel the emotions and express them properly



C.5 Learn to express your thoughts and feelings



Choices

We recommend the following choices that lead to the experience of well-being:

E.1 Appreciate and give thanks instead of criticizing and complaining



E.2 Accept yourself



E.3 Live the day fundamentally in the present moment



E.4 Release all limitations and everything that you cling to: Prejudices, attachments, addictions, limiting ideas, judgments, etc.

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E.5 Offer a big 'Yes' to life by accepting and making the best of whatever life offers.



Well-being

Understand the experience of well-being:

B.1 Feel inner peace



B.2. Carry out your work with enthusiasm



B.3 Find meaning in the role of a teacher, focusing on the joy of giving



B.4 Flow and trust in your own ability to create solutions to the challenges of the day



B.5 Feel satisfied with the places and people in your environment



Module II

In this Module we continue practicing the elements of Module I to deepen and stabilize it, and we will also teach the educator to:

1. Relearn how to play and enjoy games, and to interact with children in their own language.

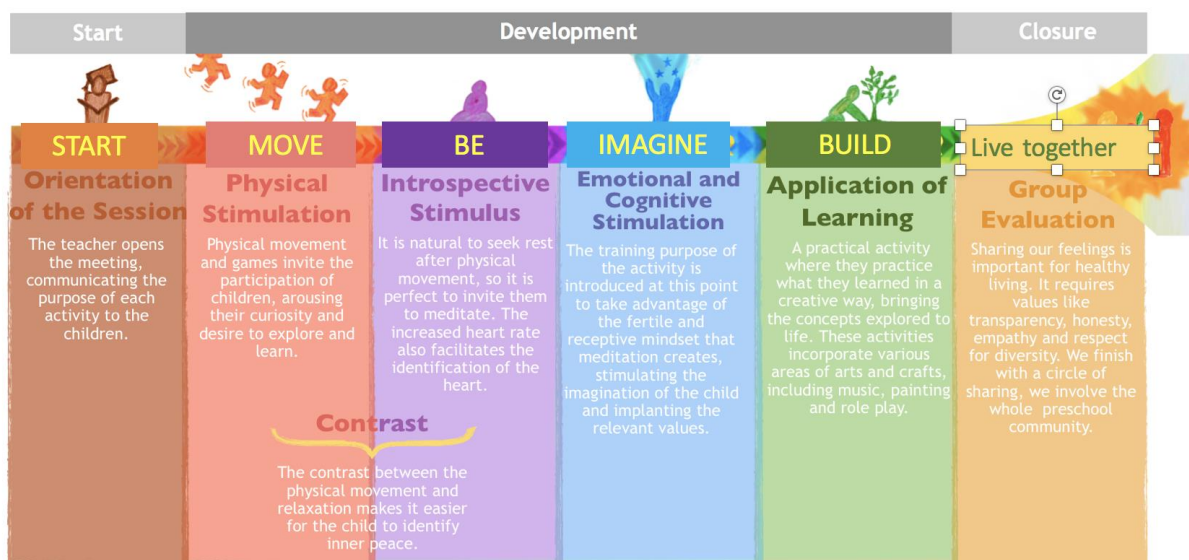


2. Learn how to guide each of the following steps in sessions of the Isha Judd Educational Meditation program for children from early childhood



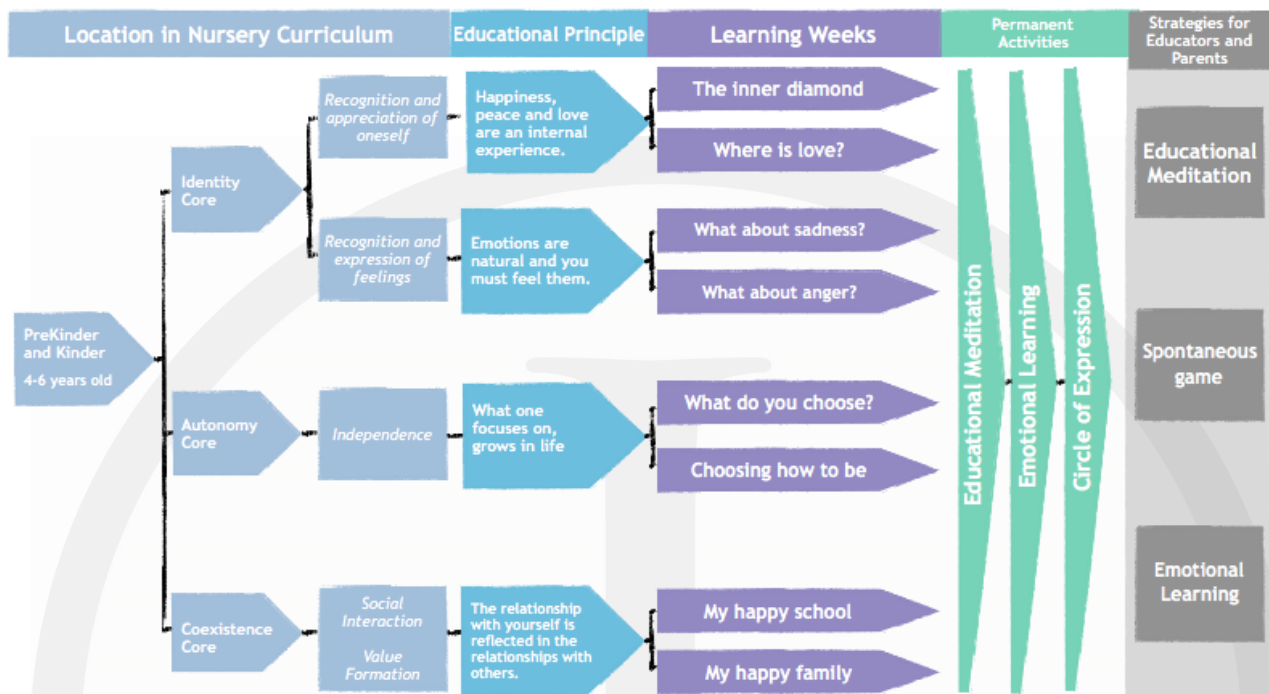
THE HIDDEN DIAMOND

FORMAT OF ACTIVITIES



Each session consists of five activities, which seek to bring the child to the enjoyment pleasure of being and thinking.

Curriculum Map





Neuroscience

Recent findings in the field of *neuroplasticity*⁹ demonstrate that synapses that connect neurons to form the structure of our brains are built by our habitual thoughts. That is, if we think of something on a recurring basis, the structure of our brains will form a neural network that usually leads to this way of thinking.

That's why some of our thoughts become so repetitive: at a biological level, it is easier for our brains to think about certain things. Often our habitual thoughts are negative, demotivating and self-destructive, but by repeating 'Love creates me in my perfection' we strengthen the brain synapses of appreciation, to value what we have, to recognise our reality; to accept what is, rather than constantly craving what could be. Neuroplasticity demonstrates that while these synapses can change at any stage of life, they are more flexible during childhood. If we give children the opportunity to cultivate positive and empowering synapses, it may predispose their brains for greater happiness, generosity and respect, based on peaceful coexistence, in adulthood.

On the other hand, Dr. Candace Pert discovered that one of the functions of the hypothalamus is to manufacture chemicals responsible for our emotions, and send them to all the cells of the nervous system. Our cells are covered with receptors capable of receiving certain chemicals, and these receptors change according to the stimuli they receive most: that is, if we constantly think thoughts of fear and worry, our cells become addicted to the stress and the fear chemicals.

However, if we begin to introduce thoughts of positive encouragement, appreciation and acceptance of oneself through *Educational Meditation*, the brain will build new and more positive synapses, and in turn the hypothalamus will send more positive chemicals to our bodies, such as dopamine and endorphins. Therefore, whenever a child thinks his "magic phrase" he is strengthening habits of well-being at a mental, emotional and biological level.

⁹ Lazar, S.; Kerr, C.; Wesserman, R.; Gray, J.; Greve, D.; Treadway, Michael T.; McGarvey, Metta; Quinn, Brian T. et al. (28th November 2005). "Meditation experience is associated with increased cortical thickness". Davidson, Richard; Lutz, Antoine (January 2008). "Buddha's Brain: Neuroplasticity and Meditation".

Practical development

The Importance of Emotional Learning

Today, we recognise the fundamental role that emotions play in the learning process and particularly in the values-based and socio-emotional formation. Affective neuroscience, the study of the neural mechanisms of emotion, recognises that the aspects of cognition that we promote in schools (more specifically learning, attention, memory, decision making and social functioning), are deeply influenced by emotional processes.

Further, it contends that a deep emotional connection with the issue studied in the classroom results in a deeper understanding and, therefore, a more lasting learning.¹⁰



Emotional processes are indeed necessary so the skills and knowledge acquired at school are transferred to decision making in the real world, as they provide us with an emotional rudder to guide our personal integrity and apply it to our actions.¹¹

For all these reasons, the emotional expression plays a fundamental role in our educational proposal.

¹⁰ Picard, R. W., S. Papert, W. Bender, B. Blumberg, C. Breazeal, D. Cavallo, T. Machover, M. Resnick, D. Roy & C. Strohecker (2004). Affective Learning – a manifesto. *BT Technology Journal*, 22(4), 253-269.

¹¹ Mary Helen Immordino-Yang & Antonio Damasio

Circle of expression

Educational Meditation

Circle of Expression

Each session of this project ends with the *Circle of Expression* which lasts about five minutes. Also, it is highly recommended that the *Circle of Expression* is performed daily with children, for a period of 5-15 minutes every day of the school calendar. Additionally, it is critical to the success of this proposal that the teacher in charge attends the *Circles of Expression* provided by *Jsha Judd's Educating for Peace Foundation*, to develop their own communication and emotional well-being. The latter is a cornerstone for development of the sensitivity and empathy needed to achieve the right educator attitude and a supportive school environment.

Benefits of the circle

Circle meetings have been part of human society since time immemorial. A circular meeting respects all participants alike and honours the collective wisdom of the group. They have been used by indigenous cultures around the world: perhaps the most famous of all history is the round table in the legend of King Arthur, which represents the fairness and balance of the circle.

There is no privileged place in a circular meeting, so no one stands above the rest. It eliminates power games and hierarchies, honouring the wisdom in every participant.

It offers an atmosphere of shared spirit, of equal participation, democracy and reciprocity.

Circle of Expression

The *Circle of Expression* is based on the benefits of sharing what we feel, for a better life and closer and more transparent relationships. It is a circular meeting, in which both the teacher and the children identify what they themselves have learned in the session. The *Circle of Expression* seeks to create a space where children feel free to share and express what they are feeling, promoting transparency, communication and mutual respect. We invite children to reflect on how they felt during the activities and particularly during *Meditation*. We seek to evaluate the specific objectives and the beginnings of the overall aim.

Example: Summary table of daily sessions

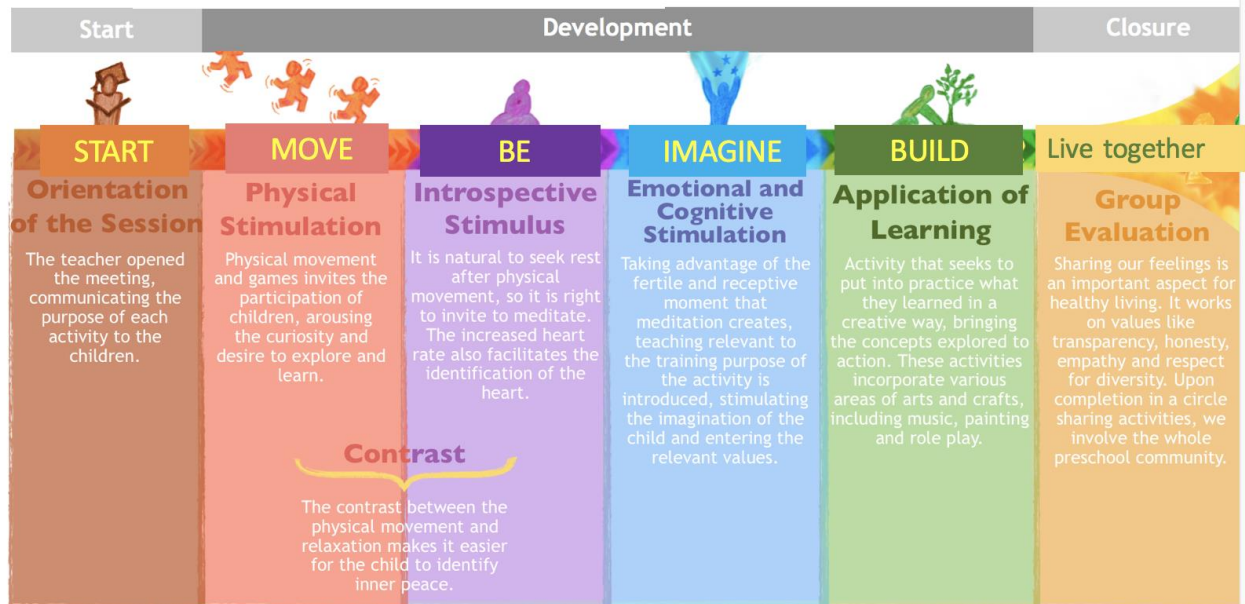
Week I	The internal diamond
	Educator's preparation

Purpose of the week

From the day we are born, the outside world beckons. We seek to interact with it more and more, and the curiosity and desire to explore the sensory world fuels the process of discovery and learning. But if, as educators, we focus solely on promoting the child's interaction with the outside world, they will gradually lose the natural connection that everyone has at an early age: the connection with their own inner world. A quieter world, a more peaceful world, a simpler world and a world most adults have lost access to.

This session offers tools that enable the child maintain that connection throughout life, resulting in a greater ability to face the challenges and losses that life brings, with greater equanimity and less stress.

Note: This session introduces meditation to the children for the first time, therefore, it is necessary to refer to the "Meditation Education and Values Education"



Each session consists of five activities, which seek to bring the child to the enjoyment pleasure of being and thinking.

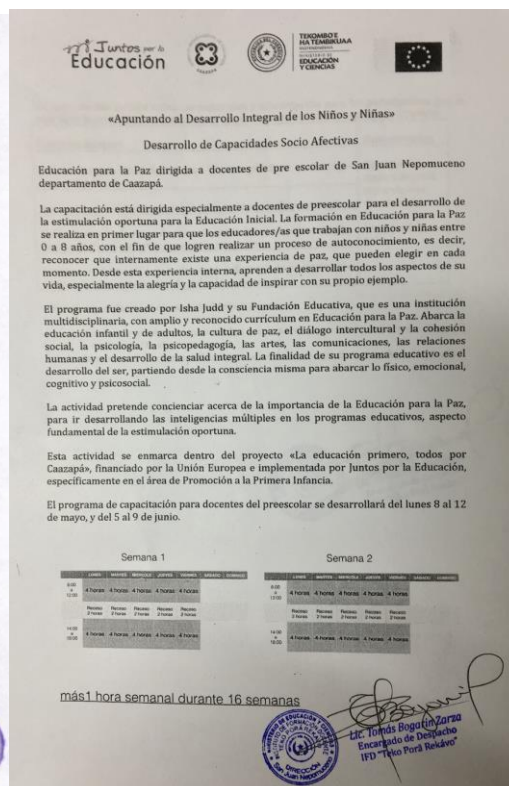
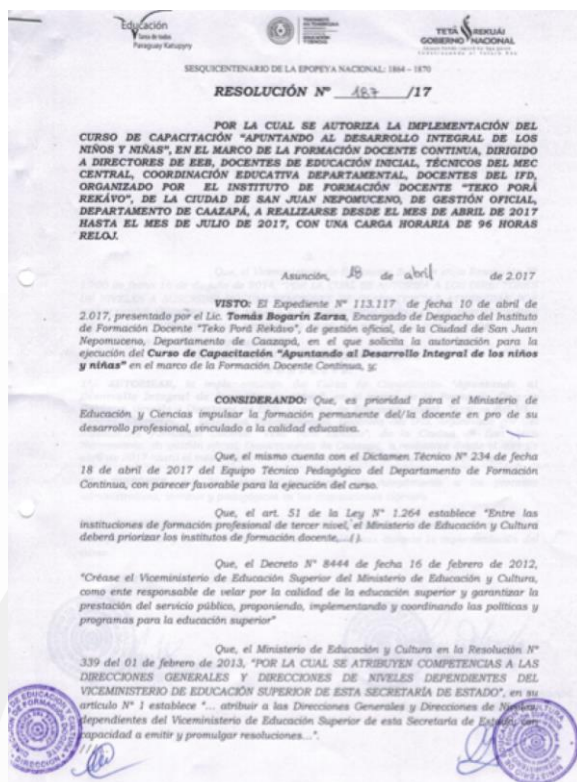
INSTITUTIONAL ACTIVITIES IN LATIN AMERICA

PARAGUAY

Teacher training in Educational Meditation has been implemented through Resolution 187/17 of the Ministry of Education and Science (MEC) of Paraguay: "Targeting the Integral Development of Children: the development of Socio-affective skills" with 100 chronological hours of duration.



(Together for education)



In addition, all the directors of early childhood throughout Paraguay were trained:



And all the directors of schools in the department of Caazapá:



BRASIL

From 2015 to date, the program is a University option for Nursing at the Federal University of São João Del-Rei



CHILE

Through a Thesis of the Magister in Creation of Environments a study of the Educational Meditation program was conducted listing the following outcomes:

- Development of socio-emotional competences
- Positive experience for educators and assistants in learning to solve conflicts peacefully
- Recognition and expression of emotions without conflict
- Improved relationships among colleagues
- Benefits for students on an emotional, social and cognitive level
- Greater attention and concentration times
- The report cites changes in children, such as better family relationships, decreased fights, emotional control, greater tranquility and in 2 children of the course decreased stuttering.

