

Development of the Maum Meditation Program
Applying Bibliotherapy and the Effect of the Program
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ABSTRACT

This study developed a Maum Meditation program combined with bibliotherapy in order to easily apply the Maum Meditation method. For elementary school students to understand the necessity of Maum Meditation more clearly, this Maum Meditation program was developed by applying bibliotherapy which can be utilized in school. This program was applied in a class of elementary school students to examine the effect on their awareness of the necessity of Maum Meditation and on their friendship.

The procedures of program development are as follows. First, the way of combining throwing away the mind with bibliotherapy was sought by reviewing books and literature about Maum Meditation as well as bibliotherapy. After that, in order to make a structure, the program was divided into three parts: knowing the method of throwing away the mind; throwing away the mind and practice; and finding the true mind. Appropriate resources were found by researching philosophical fairy tales, traditional fairy tales, yes24 flash fairy tales, KBS 'Knowledge Channel-e,' SBS documentary video clips, and Youtube video clips. Lastly, after the topics of each chapter were determined and learning content was constructed, learning materials were made with appropriate content planned.

As for the measure of effects, the effect on the awareness of necessity of Maum Meditation was investigated by one shot design, and the effect on friendship was

investigated by onegroup pretest-posttest design. The subjects of this study are thirty 5th grade students from D primary school in Daegu-si, and the period of data collection is from March 12th to October 14th of 2010. Instruments of measure are the instrument of measure for awareness of necessity of Maum Meditation designed personally by the researcher, the instrument of measure for friendship by In-Suk Lee (2008), and the one comprised of the Minnesota Multiphastic Personality Inventory as a reference. As for data analysis, frequency, average, and paired t-tests were used.

After the Maum Meditation program, the score regarding the awareness of necessity of Maum Meditation was indicated as follows: total 94.1% of students answered positively including 48.3% of students who answered “Absolutely” and 45.8% of students who answered “Yes,” and only a total of 5.8% of students answered negatively including 5.8% who answered “No” and 0% who answered “Not at all.” It was indicated that the Maum Meditation program applying bibliotherapy has a considerable effect on the awareness of necessity of Maum Meditation. The score of friendship before the Maum Meditation program was 70.33 ± 11.00 and it increased to 75.06 ± 11.57 after the program, but this was not statistically significant ($p=0.80$).

The Maum Meditation program applying bibliotherapy considered the characteristics of elementary school students; it is composed of the level of knowing the method of throwing away the mind, the level of throwing away the mind and practice, and the level of finding the true mind. This program was very effective in increasing primary school students’ awareness of the necessity of Maum Meditation, and it contributed to the enhancement of friendship in some areas, although the results was statistically insignificant. In other words, this research presented an opportunity to apply Maum Meditation as one of the ways of nature education which can be utilized in elementary schools in an easy and effective way.

Key words: bibliotherapy, Maum Meditation, friendship

I. Introduction

1. Necessity of Research

The reality of education in Korea is that students report low levels of happiness due to the extremity of academic competition. Unless these negative sentiments are resolved, the situation can deteriorate to create the problem of outcasts. Accordingly, solutions are being sought to understand and resolve human psychological problems in eastern philosophy, which has tried to understand humans through a perspective of self-development and maturity (Lee Dong-shik, 1974; Yoon Ho-gyun, 1983). Amidst these attempts, meditative approaches as a tool to directly explore one's mind are being introduced. Maum Meditation is a new method amongst these meditative approaches. In the world of education, there is ongoing research evidencing the effects of Maum Meditation's "throwing away the mind" method (as a total man education method¹) in ethics education (Kim Mi-han, 2009; Lee In-sook, 2009; Lee Eun-sook, 2009; Lee Sung-lan, 2009; Ahn Kyung-sook, 2007; Kwak Jae-yong, 2004; Jun Jin-kyung, 2003). However from the viewpoint of an experienced elementary school teacher, it is not easy to effectively transmit the Maum Meditation method considering the characteristics of elementary school students in the educational environment. Additionally, it is difficult practically and time-wise to adequately review one's mind world in school. In school, books are the central medium of academics. Therefore, a program which combined bibliotherapy with Maum Meditation was developed. Books and videos are used to approach students easier. Because students comfortably rely on books, they can review their problems; and students can naturally, easily and accurately understand the

¹ also whole-man education, well-rounded education

Maum Meditation method and the necessity of the program (Myung Chang soon, 2008).

A Maum Meditation program is proposed to allow elementary school students to understand the “throwing away the mind” method more clearly and to allow the program to be systematically utilized in school.

Through social reciprocity with others, the individual forms a social nature and learns patterns of behavior, as well as internalizes values. Through friendships, elementary school students not only develop their fundamental talents as members of society, but also acquire patterns of behavior (Kim Young-jwa, 2003). Accordingly, amongst the relationships in school, friendships account for a large portion of student life. Recently, however, the failure to form harmonious friendships between students in school has created the phenomenon of student ostracization. The result is that students being ostracized refuse to go to school, experience academic slumps, and if the situation worsens, consider extreme actions such as suicide. Therefore the phenomenon of group ostracization has come to the fore as a serious societal problem. This is because not only are students unable to respect and understand their friends, but also rapid societal change has been unable to purify students’ minds. Additionally, extreme academic competition causes students to experience high levels of stress (Lee Soon Im, 2004).

Therefore this study develops a Maum Meditation program combined with bibliotherapy. After implementing this program to 5th grade elementary school students, the effects on the awareness of the necessity of the throwing away the mind meditation and on friendships is investigated.

2. Research Objective

The objective of this research is as follows:

- A. Develop a Maum Meditation program applying bibliotherapy to be applicable to elementary school students.
- B. Determine the effects of this program on the students' awareness of the necessity of Maum Meditation.
- C. Determine the effects of this program on friendships.

3. Explanation of Terms

A. Maum Meditation Program

Maum Meditation was founded by Woo Myung in 1996. It is a specific, 8-level meditation method implemented by the Association of Maum Meditation (<http://www.maum.org>). In Maum Meditation there is the false mind and the true mind. The false mind is defined as the mind which is cleansed and eliminated; the true mind is defined as the eternally unchanging living mind which appears after cleansing. The Maum Meditation program referred to in this study was developed by the researcher based on bibliotherapy and previous research to fit the characteristics of elementary school students. The one school year 33 stage program is explained in Tables 1, 2, 3.

B. Bibliotherapy

The word bibliotherapy originates from the greek roots 'biblion' (book, literature) and 'therapeia' (to help, help medically, cure illness). Bibliotherapy is a form of clinical therapy which aims to treat people's emotional, social, and psychological problems of maladjustment. Books, along with any materials which promote conversation of the subject such as movies, slides, diaries, recordings, poems, magazines, pictures, etc are

used as bibliotherapy materials (Myung Chang soon, 2008).

C. Awareness of the Necessity of Maum Meditation

In this study, the level of awareness of the necessity of Maum Meditation refers to the score determined by the multiple-choice survey (Appendix 1) designed by the researcher. The answers of ‘absolutely,’ ‘yes,’ ‘no,’ and ‘not at all’ were designated points on a 4 point-scale. The higher number of “absolutely” and “yes” answers signifies a high level of awareness of the necessity of the meditation to throw away the mind.

D. Friendship

Friendship is the reciprocal exchange of friendly affection and interest between two people; it becomes the basis of social behavior development for elementary school students (Park Mi lan, 2006).

In this study, the researcher designed a 20-question (Appendix 2) friendship survey, using the instrument of measure for friendship designed by In-Suk Lee (2008) and the Minnesota Multiphastic Personality Inventory as references. Each answer was designated a point value from 1 to 5 (‘absolutely’ 5 points, ‘yes’ 4 points, ‘same’ 3 points, ‘no’ 2 points, ‘not at all’ 1 point) and the range of points was from 20 to 100. A higher score signified a better friendship. In this study, the coefficient of reliability for the friendship standard survey was Chronbach’s alpha .893.

II. Research Method

1. Research Plan

This study developed a Maum Meditation program suitable for elementary school

students and applied it in 1-2 hour classes once a week for a total of 33 times in 22 weeks. After implementation, the effect on the awareness of the necessity of Maum Meditation was investigated by one shot design and the effect on friendship was investigated by one group pretest-posttest design.

The post-test for the awareness of the necessity of meditation to throw away the mind was performed on October 14, 2010, the day the Maum Meditation program ended. The pre-test for effects on friendship was performed on March 12, 2010, and the post-test was measured on October 1.

2. Subjects of Research

The subjects of research in this study were 16 male students and 14 female students, a total of 30 students at D-Elementary School in Daegu.

3. Process of Program Development

A. 1st Level

Books and research on Maum Meditation and previous literature regarding bibliotherapy was considered. The following were referenced to investigate the method of throwing away the mind: *Where You Become True is the Place of Truth* (2008) and *World Beyond World* (2003) by Woo Myung; “Enhancement of Peer Relations through Maum Mediation” (2009) by Lee In sook; “Enhancement of Peer Relations through Maum Mediation” (2007) by Ahn Kyung sook; “The Effects of Maum Meditation Youth Camp on Students’ Depression, Anxiety, Stress and Self-Esteem” (2009) by Kim Mi han; “The Effects of the Maum Meditation Program on Youth Anxiety” (2006) by Park Mi lan. The following were referenced to find a method to integrate throwing away the mind with bibliotherapy: “First steps of Bibliotherapy”

(2008) by Myung Chang soon; “Experiential Bibliotherapy” (2007) by Kim Jung-geun et al.; “Bibliotherapy” by Joseph Gold; “How to Use Bibliotherapy” (2009) by Lee Young-suk.

B. 2nd Level

After analyzing Maum Meditation’s method to throw away the mind, the mind that needs to be thrown away, and the mind that reminds after discarding, the content was systematized to be understandable to elementary school students. Afterwards, suitable material was looked for. Philosophical fairy tales, traditional fairy tales, yes24 flash fairy tales and KBS knowledge channel, SBS documentary videos, youtube videos etc were searched and suitable materials were found.




C. 3rd Level

After determining a subject for each class and structuring the content for study, appropriate content was designed and worksheets were prepared.

4. Method of Data Analysis

Among the questions from the measure of friendship survey, the negatively-phrased questions 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16 were coded reversely. Using the SPSS WIN 17.0 Program and confirming with the Kolmogorov-Smirnov test, a normal distribution for the friendship scores was found. Accordingly, average, standard deviation, paired t-tests were used to measure the change from before and after the application of the Maum Meditation program.

Development of Maum Meditation Program Applying Bibliotherapy

Level of knowing the method to throw away the mind	Level of throwing away and practice	Level of finding true mind
<ol style="list-style-type: none"> 1. Know the true mind and the false mind 2. Know the reason for throwing away the false mind 3. Know the method to throw away the false mind 4. Know the perspective without false mind 	<ol style="list-style-type: none"> 1. Throw away the false mind 2. Acting after throwing away the false mind 3. Throwing away the false mind with friends 	<ol style="list-style-type: none"> 1. Finding the true mind
		
<p>Know the method to throw away the false mind, which was hiding the clear and clean me</p>	<p>Know that my friend and I are one and special through throwing away the false mind and acting</p>	<p>Receiving a wide mind that knows how to share</p>

Find the true me, become one with my friends, accept the world

<Figure 1> Summary of the Maum Meditation program applying bibliotherapy

III. Research Results

1. Development of the Maum Meditation Program Applying Bibliotherapy

The Maum Meditation Program Applying Bibliotherapy is composed of three parts: knowing the method to throw away the mind; throwing away the mind and practice, and finding the true mind. The topics of study, content of study, and the academic media applied for each level are as follows (Table 1).

A. Level of Knowing the Method to Throw Away the Mind

Table 1: Topics and content of study for the level of knowing the method to throw away the mind

Objective: Know the method to throw away the mind

Topic of Study	Content of Study	Academic Media
1. Know the true mind and the false mind	1-1. Know the true mind and the false mind	<ul style="list-style-type: none"> ● Book: ‘Seven Blind Mice’ ● Video: Our Solar System-Size of Planets and Stars to Scale ● Video: Star Size Comparison HD
	1-2 Know the false mind	<ul style="list-style-type: none"> ● Book: One Apple Like 100

	1-3 Know the true mind	<ul style="list-style-type: none"> ● Knowledge <p>Channe-e video: Empty Space</p>
	1-4 Know the true mind	<ul style="list-style-type: none"> ● Book: Yum Yum Smack Smack ● Knowledge <p>Channel-e video: The Apple Pie from Outer Space</p>
2. Know the reason for throwing away the false mind	2-1. Know the reason for throwing away the false mind	<ul style="list-style-type: none"> ● Book: The Spider, the Mosquito, and the Lunatic
	2-2. Know the reason for throwing away the false mind	<ul style="list-style-type: none"> ● Movie: A.I. (Artificial Intelligence)
3. Know the method to throw away the false mind	3-1. Know the method to throw away the false mind	<ul style="list-style-type: none"> ● Book: I love you forever
	3-2. Know the method to throw away the false mind	<ul style="list-style-type: none"> ● Presentation of Level 1 Introduction
4. Know the perspective without false mind	4 Know the perspective without false mind	<ul style="list-style-type: none"> ● Video: Development of the Fetus in Weeks 1-9 of Pregnancy”

		<ul style="list-style-type: none"> ● Video: Life is Short ● Book Strange Spring Water
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Topic of Study 1-1) Know false mind and true mind

Use the fairy tale book, “Seven Blind Mice.” Among the seven mice, the red, green, yellow, purple, orange, blue mice only see one part and judge self-centeredly, displaying the false mind. On the other hand, the white mouse sees the whole and knows the true mind. Through this story, one can know that the whole mind is the true mind and the individual mind is the false mind. After that, in order to see what is the largest “whole” entity in this world, watch ‘Our Solar System-Size of Planets and Stars to Scale’ and ‘Star Size Comparison.’ Through this video, learn that the largest whole entity is the infinite universe. The materials used are Appendices 3, 31, 32.

Topic of Study 1-2) Know false mind

Use the fairy tale book “One Apple Like 100.” People with different jobs look at the same apple and all have different reactions. According to one’s remembered thoughts, everyone’s different minds are the false mind, not the true mind. The materials used are Appendices 4 and 33.

Topic of Study 1-3) Know true mind

Use the Knowledge Channel-e video, “Empty Space.” Objects, when magnified, have empty space. To human eyes it seems the object exists, but actually it is filled with empty space; and the tiny atom particles which make up material things

are actually 99.999% empty space. In conclusion, everything in the world is 99.999% empty space. Learn that the place where everything comes from and returns to is empty space. Know that the eternally never dying, never changing, always living mind is the mind of empty space. Learn that the universe mind is the true mind. The materials used are Appendix 5.

Topic of Study 1-4) Know true mind

Use the fairy tale book “Yum Yum Smack Smack” and the Knowledge Channel-e video “The Apple Pie from Outer Space.” Through the book “Yum Yum Smack Smack” see the process of plant to animal, animal to microorganism, and microorganism back to plant. From the individual perspective, this process is life and death, but from the whole perspective, it is the cycle of energy conversion in various forms. Through the Knowledge Channel-e video “The Apple Pie from Outer Space,” all material things are a gathering of atoms and by converting into various forms, plants, animals, microorganisms, inanimate objects, etc., diverse forms appear. Know that the origin that creates all these atoms and all material things is the eternally never dying and always living mind of the origin, the universe mind, or the true mind. Material used is Appendix 6.

Topic of Study 2-1) Know the reason to throw away the false mind

Use the fairy tale book “The Spider, the Mosquito and the Lunatic.” There was a king who truly disliked spiders, mosquitoes, and lunatics, but later his life is saved by all three. This fairy tale shows that minds that dislike or like can change according to the circumstances, because these are self-centered false minds. These are not the true mind. Learn that holding onto and discriminating with the false mind,

which does not actually exist, is foolish; learn that the false mind should be thrown away. Material used is Appendix 7.

Topic of Study 2-2) Know the reason to throw away the false mind

Use the movie “A.I. (Artificial Intelligence).” A woman buys a young artificially intelligent robot to replace her son who is in a vegetative state. The woman is imputed as ‘mother’ in the young robot’s artificial intelligence circuitry and consequently the robot craves to be loved as a son by the woman for eternity. Learn that if the mind is imputed, or the false mind isn’t thrown away, people can never escape from their mind worlds. Keenly feel that one must throw away the false mind in order to become the true mind. Material used is Appendix 8.

Topic of Study 3-1) Know the method to throw away the false mind

Use commercials with scenes from people’s lives and the fairy tale “I Love You Forever.” By seeing the process of a baby being born and growing into adulthood, understand the level 1 method of throwing away the mind: understand the meaning of “throw away the remembered thoughts in age-order.” Material used is Appendix 9.

Topic of Study 4) Know the perspective without false mind

Use the videos “Development of the Fetus in Weeks 1-9 of Pregnancy” and “Life is Short” and the fairy tale book “Strange Spring Water.” If time is turned back past when I was a fertilized egg, a tiny cell, the existence of “me” did not exist. And as time passes and I become an old person and eventually die, the existence of “me” will disappear. Connect these two videos to the book “Strange Spring Water.” When an old person drinks water from the fountain of youth, he becomes a young man. If he

drinks more, he becomes a baby; more, a cell, until he disappears. If we reverse this story, if a child drinks “aging water,” he will become an adult, drinks more and becomes an old person, until he dies. Use these materials to naturally understand “the perspective where I don’t exist” or “the perspective without false mind.” Material used is Appendix 10.

B. Level of Throwing Away the Mind and Practice

Table 2: Topics and Content of Study for the Level of Acting after Throwing Away the Mind

Objective: Throwing away the mind

Topic of Study	Content of Study	Academic Media and Action Assignments
1. Throwing away the false mind	1-1. True mind, throwing away the upset mind (studying)	<ul style="list-style-type: none"> ● When I come home from cram school ● Knowledge Channel-e video: Living as an elementary school student in Korea
	1-2. Throwing away the upset mind (teacher)	<ul style="list-style-type: none"> ● Book: Ten ways to upset the teacher
	1-3. True mind (games)	<ul style="list-style-type: none"> ● Everyday material: game

		<ul style="list-style-type: none"> ● News clips about the seriousness of violent adolescent games and addiction to internet games
	1-4. Throwing away the upset mind (parents)	<ul style="list-style-type: none"> ● Book: Ten ways to upset mom
	1-5. Throwing away the fearful mind (outcast)	<ul style="list-style-type: none"> ● Books: An onion's outcast diary, Our distorted hero ➤ Write a letter to the main character
	1-6. Throwing away the fearful mind (violence)	<ul style="list-style-type: none"> ● Knowledge Channel-e video: Rules of violence
	1-7. Throwing away the upset mind (siblings, friends)	<ul style="list-style-type: none"> ● Book: Ten ways to upset your younger brother
2. Throwing away the false mind and acting	2-1. Throwing away the mind from the other person's perspective (siblings, friends)	<ul style="list-style-type: none"> ● Book: The wolf's tale of the three little pigs ➤ Organize your

		friend's backpack and cubby
	2-2. Throwing away the lazy mind (cleaning)	<ul style="list-style-type: none"> ● Video: The power of cleaning ➤ Clean the sink, toilet and bathroom floor
	2-3. Throwing away the lazy mind (family)	<ul style="list-style-type: none"> ● Book: The Pig book ➤ Wash parents' feet with warm water
	2-4. Throwing away the minds of attachment (appearance)	<ul style="list-style-type: none"> ● Girls Generation music video ● Video: Fan Lady's Addiction to Plastic Surgery ● Rain's music video ➤ Organize my closet
	2-5. Throwing away notions (appearance)	<ul style="list-style-type: none"> ● Knowledge Channel-e video: The reason foot binding is beautiful ➤ Send a compliment to a friend
	2-6. Throwing away	<ul style="list-style-type: none"> ● Book: Model

	notions (family)	<p>Family</p> <ul style="list-style-type: none"> ➤ Write a letter to the main character
	2-7. Throwing away minds of attachment	<ul style="list-style-type: none"> ● Book: The lazy boy who became a cow ● Book: The workaholic who became a tree
	2-8. Throwing away greed (food)	<ul style="list-style-type: none"> ● Knowledge Channel-e video: Hamburger connection ➤ Say ‘thank you’ to my parents before eating each meal
	2-9. Throwing away greed	<ul style="list-style-type: none"> ● Book: The size of land for a farmer ● Video: Life is short ➤ Organize the shoes in the foyer
	2-10. Throwing away greed	<ul style="list-style-type: none"> ● Book: The biggest house in the world ● Movie clip: 2012 ➤ After cleaning out

		my bookshelf, bring books to donate
3. Throwing away the false mind with friends	3-1. Earth Art Activities	● Earth Art Activity materials
	3-2. Mind Sharing Journal	➤ Sending notes with compliments

Topic of Study 1-1) True mind, throwing away the upset mind (studying)

Use “When I Come Home from Cram School” and the Knowledge Channel-e video “Living as an Elementary School Student in Korea.” See the reality of Korean elementary school children spending so much time studying to pull out the repressed stress in children regarding studying. Material used is Appendix 11.

Topic of Study 1-2) Throwing away the upset mind (teacher)

Use the book “Ten Ways to Upset the Teacher.” Through this book, honestly draw out times one conflicted with one’s teacher, and consequent upset minds that arose. Material used is Appendix 12.

Topic of Study 1-3) Throwing away the upset mind (game)

Use news clips about the seriousness of elementary school students’ problem-causing “games,” adolescents’ addiction to cruel, violent games and internet gaming addiction. Help students understand the reason why one should not game too much. Material used is Appendix 13.

Topic of Study 1-4) Throwing away the upset mind (parents)

Use the book “Ten Ways to Upset Mom.” Through this book, honestly draw out times one conflicted with one’s parents, and consequent upset minds that arose. Material used is Appendix 14.

Topic of Study 1-5) Throwing away the fearful mind (outcast)

Use Author Moon Sun lee’s “An Onion’s Outcast Diary” and Lee Moon yul’s “Our Distorted Hero.” The stories clearly show how the perpetrating student oppresses his classmate and how the victimized student is abused. The other students who are neither perpetrators or victims are also portrayed. This book helps find minds of being afraid of being outcast or ostracized. After reading several grade-appropriate books and practicing throwing away the mind, have students write a letter to the main character as weekend homework.

Topic of Study 1-6) Throwing away the fearful mind (violence)

Use the Knowledge Channel-e’s “Rules of Violence” video. Find minds of being afraid of violence at home, in school, in society, etc. Material used is Appendix 15.

Topic of Study 1-7) Throwing away the upset mind (siblings, friends)

Use the book “Then Ways to Upset Your Younger Sibling.” Through this book, honestly draw out times one conflicted with one’s siblings or friends, and consequent minds that arose. Material used is Appendix 16.

Topic of Study 2-1) Throw away mind from the other person’s perspective (siblings, friends)

Use the book “The wolf’s tale of the three little pigs,” which is the story of the

three little pigs told from the perspective of the wolf. This book shows that one situation is viewed differently depending on each person's self-centered perspective. After throwing away the mind, complete "Organizing a friend's book bag and cubby." Material used is Appendix 17.

Topic of Study 2-2) Throwing away the lazy mind (cleaning)

Use the video "The Power of Cleaning." Among the many episodes, compare the two stories "The Trash House" and "The Boss that cleaned a toilet with his bare hands." These materials help find the minds of laziness and lethargy. After throwing away the mind, give "Cleaning the sink, toilet and bathroom floor" as a weekend assignment. Material used is Appendix 18.

Topic of Study 2-3) Throwing away the lazy mind (family)

Use the book "Pig Book" which helps find the mind of always receiving and expecting from one's family without ever helping out around the house. After throwing away the mind, give the assignment, "Wash my parents' feet with warm water." Material used is Appendix 19.

Topic of Study 2-4) Throwing away the minds of attachment (appearance)

Use the following videos: girl group "Girls Generation music video," "Fan Lady's addiction to plastic surgery," singer "Rain's music video," and "Rare illness patient Frederick." The materials help find the minds regarding one's appearance and the related attachments using the examples of popular celebrities the students envy (Girls Generation, Rain), the Fan Lady's addiction, and the example of Frederick who overcame his rare illness. After throwing away the mind, give "Cleaning out the closet"

as a weekend assignment. Material used is Appendix 20.

Topic of Study 2-5) Throwing away notions (beauty)

Use the Knowledge Channel-e video “The Reason Foot-binding is Beautiful.” Foot-binding, which makes a woman’s foot tiny and narrow, was considered a beauty necessity for a thousand years in China. In order to have tiny and narrow feet, 80% of Chinese women spent time, effort and suffered pain. The purpose is to discover the notions and standards of beauty, then to find and throw away the related minds. After throwing away the mind, complete the “Sending a complimentary message to a friend” activity. Material used is Appendix 21.

Topic of Study 2-6) Throwing away notions (family)

Use the novel “Model Family.” Most people think of their family as their parents and siblings. However this book shows the process of two children whose parents have divorced and remarried becoming one family. The purpose is to find the notions (fixed concepts) of family. After reading several of these books, throw away the mind and have children write a letter to the main character as a weekend assignment.

Topic of Study 2-7) Throwing away minds of attachment

Use the books “The Lazy Boy who became a Cow” and “The Workaholic who became a Tree.” Through the former, find the mind of attachment to being comfortable. Through “The Workaholic who became a Tree,” find the mind of attachment to work or study. Material used is Appendix 22.

Topic of Study 2-8) Throwing away greed (food)

Use the Knowledge Channel-e video “Hamburger Connection.” The video shows all the things necessary to make a hamburger, and helps one to throw away the minds of overeating, being a picky eater, and not being grateful for food. After throwing away the minds, assign students to say “thank you” to their parents before every meal. Material used is Appendix 23.

Topic of Study 2-9) Throwing away greed

Use the book “The size of land for a farmer” and the video “Life is short.” The farmer cannot throw away his greed for a large plot of land and ultimately dies. The materials help students to discover the mind of ceaselessly desiring and wanting from others. After throwing the mind, assign students to tidy the shoes in the foyer. Material used is Appendix 24.

Topic of Study 2-10) Throwing away greed

Use the book “The biggest house in the world” and the movie “2012.” A snail who sacrificed so much to obtain the world’s largest house finally realizes his dream, but he finds its too large to move and he ends up starving to death, and the house collapses and disappears. “The biggest house in the world” shows how this world is full of greed and that one’s mind world is very small. Through the scene in “2012” of an entire city collapsing, students discover their self-centered greed buried in the natural environment; they can then throw away those minds. After throwing away the minds, assign “Clean out my bookshelf and bring books to donate” as a weekend assignment. Material used is Appendix 25.

Topic of Study 3-1) Earth Art

Use the Earth art activity of drawing in the playground. Fifth grade students had a “Nature and Sculpture” class, with one unit titled “Expression through use of the environment.” This is Earth Art. Earth Art uses natural materials and expresses man-made things in the natural environment, investigating the relationship between nature and man-made things. The playground is the canvas and water and chalk become the brush for one to express one’s mind world. The sun dries away the drawings done in water, erasing those minds. Drawings in chalk are rubbed away with one’s shoe, erasing those minds. Before going to the playground, have students draw the minds they want to throw away in the assignment, “The minds I want to draw in the playground.” Divide students with similar drawings or students who are close to each other into groups. The drawings are divided into four panels. Once a drawing is complete, students rename their artwork. They then take a copy of their drawing and two 1.5L bottles of water to the playground and express their mind world. The class was divided into 9 groups, and the drawing by one group of male students is in Appendix 34.

Topic of study 3-2) Writing a mind-sharing journal

Students write down the minds that come up in the little, everyday conflicts and are hard to express. They freely write about school life, family life, school events and friends, parents, teachers, in various mediums including book reactions, letters, conversation with a main character, or a journal. In particular, students write a letter to someone they want to compliment or to someone they felt hurt by, detailing the incident and sincerely expressing their feelings. Students paste complimentary letters they receive in their mind-sharing journal. Students can better understand each other by exchanging their journals and writing responses to each other.

C. Level of Finding True Mind

Topic of Study 1-1) Finding true mind

Use the book, “Hell people, heaven people.” People in hell and heaven both eat food with very long chopsticks. However one place became heaven and the other hell. This book illustrates the enormous difference when we help one another and when we don’t. This story helps students reflect on whether they only tried to receive from their family and friends, or whether they tried to give and share. The story shows that when we help one another, that is the generous and true mind, and the way to live together. After throwing away the mind, assign students “Empty out and clean the food waste bin” as weekend homework. Appendix 26.

Table 3: Topics and content of study for the level of finding true mind

Objective: Finding true mind

Topic of study	Content of study	Academic media
1. Finding true mind	1-1. Finding true mind	<ul style="list-style-type: none"> ● Book: Hell people, heaven people ➤ Empty out and clean the food waste bin
	1-2. Finding true mind	<ul style="list-style-type: none"> ● Song: Beautiful world ● Book: The happy chair tree ➤ Compliments

		activity
	1-3. Finding true mind	<ul style="list-style-type: none"> ● Video: The scary end to global warming ● Book: Let's live together, orange lizard ➤ Organize my friend's backpack and cubby
	1-4. Finding true mind	<ul style="list-style-type: none"> ● Book: Gilberto and the wind ➤ Pick up trash on the way to school
	1-5. Finding true mind	<ul style="list-style-type: none"> ● Music video: Heal the world

Topic of Study 1-2) Finding the true mind

Use the song "Beautiful world" and the book "The happy chair tree." The book shows the process of a selfish and arrogant tree who, after receiving a compliment, starts to have flowers bloom on it. The selfish tree learns the joy of helping others and through the help and love from new friends, it grows into a larger tree who spreads even more happiness. Students learn the power of compliments; they are asked to compliment their friends and family for homework. After this class, students write

poems related to the content of this story. The poems students wrote are in Appendix 35.

Topic of Study 1-3)

Use the video “The Scary End to Global Warming” and the book “Let’s Live Together, Orange Lizard.” Students can see animals in trouble due to the environmental destruction caused by humans in “The Scary End to Global Warming.” On the other hand, the book “Let’s Live Together, Orange Lizard” shows how humans and animals can live happily together through the simple view of a child. Students learn that the true mind is the mind that can respect others’ perspectives. After throwing away the mind, students do the activity “Organizing my friend’s backpack and cubby.” Material used is Appendix 28.

Topic of Study 1-4)

Use the book “Gilberto and the Wind.” Students close their eyes and carefully listen to the oral narration of the book. Students learn that the mind of nature found in a child innocently playing who has become one with nature is the true mind. In other words, this helps children find the true mind. After throwing away the mind, students perform the activity “Picking up trash on the way to school.” Material used is Appendix 29.

Topic of Study 1-5)

Use Michael Jackson’s music video “Heal the World.” Students see that in order to achieve a peaceful world, adults must shed their minds filled with conflicts and wars and adopt the wide and open minds of children who love one another. Material

used is Appendix 30.

- Awareness of Subjects' Awareness of Necessity of Maum Meditation

Awareness of the necessity of Maum Meditation after doing the Maum Meditation Program is as follows: 48.3% of students answered "Absolutely" and 48.5% answered "Yes," resulting in 94.1% positive answers. 5.8% answered "No" and 0% answered "Absolutely not, resulting in 5.8 negative answers. To the first and second statements "I need to throw away the mind" and "I plan to throw away the mind in the future," 29 of 30 students (96.7%) answered positively. To the third statement "My parents need to throw away the mind," 28 out of 30 students (93.3%) answered positively. To the fourth statement "It would be good if my parents could participate in a school-sponsored throwing away the mind program for parents," 27 of 30 students (90%) answered positively. The results of the awareness of the Maum Meditation program are as follows.

Table 4: Awareness of the necessity of Maum Meditation after the Bibliotherapy-Applied Maum Meditation Program

#	Statement	Absolutely		Yes		No		Not at all		Total n (%)
		n	%	n	%	n	%	n	%	
1	I need to throw away the mind	14	46.7	15	50	1	3.3	0	0	30 (100.0)
2	I plan to	13	43.3	16	53.3	1	3.3	0	0	30

	throw away the mind in the future									(100.0)
3	My parents need to throw away the mind	13	43.3	15	50	2	6.7	0	0	30 (100.0)
4	It would be good if my parents could participate in a school- sponsored throwing away the mind program for parents	18	60	9	30	3	10	0	0	30 (100.0)

In the first statement “I need to throw away the mind,” students who answered “Absolutely” or “Yes” did so because of reasons like “Stress disappears and I become more at ease” and “I can learn to understand another person’s perspective.” 96.7% were positive answers. Only 3.3% were negative answers for reasons like “I become sleepy and meditation is boring.” For the second statement “I plan to throw away the mind in

the future” 96.7% of students answered positively with “Absolutely” or “Yes.” They did so for reasons like “I need to keep throwing away the remaining minds.” 3.3% answered negatively for reasons like “Minds were not thrown away very well.” 93.3% of students answered positively with “Absolutely” or “Yes” to the third statement “My parents need to throw away the mind” for reasons such as “So they can be less concerned with my studies” “In the hopes they can feel more at ease.” 6.6% answered negatively with answers like “It’s not really necessary.” Students who answered positively with “Absolutely” and “Yes” to the fourth question “It would be good if my parents could participate in a school-sponsored throwing away the mind program for parents” did so for reasons such as “They need to throw away the minds of attachments to live with ease.” 90% answered positively. 10% answered negatively for reasons like “They won’t want to come all the way to school.” To the subjective fifth statement, “Describe the changes you experienced after throwing away the mind,” 96.7% of students wrote positive answers such as “My mind became more at ease and I can understand others better.” 3.3% wrote negative answers such as “I don’t really know.”

- Change in Subjects’ Friendships

The students’ score for friendship before Maum Meditation was 70.33 ± 11.00 and after it increased to 75.06 ± 11.57 , however this change is not statistically significant ($p=.080$). The scores for friendship before and after Maum Meditation are described in Table 5.

Table 5: The changes in scores for friendship before and after the Bibliotherapy-Applied Maum Meditation Program

Variable	Before	After	t	p
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	Average±Standard deviation	Average±Standard deviation		
Friendship Score Total	70.33±11.00	75.06±11.57	-1.815	.080
Average for Each Statement	3.51±0.55	3.75±0.57		

However there are statistically significant results when examining the changes for each individual statement in the measure of friendship survey. Statistically significant changes were found before and after the Maum Meditation Program for the following statements: Statement 3 “There are conflicts within my mind that could cause problems between me and my friends;” Statement 5 “I feel uneasy if things don’t go my way in partner and group work;” Statement 14 “I feel resentful because I feel I am at a loss more than my friends;” Statement 15 “I feel bad because of my friend;” Statement 17 “My friends envy me;” Statement 18 “My mind feels at ease and I can focus when I study.” Statements 5, 14, 15, 17, and 18 in particular showed an enhancement in friendship enhancement. The scores for friendship for each statement before and after the Maum Meditation Program are in Table 6.

Table 6: Scores and changes in friendship before and after the Bibliotherapy-applied Maum Meditation Program

#	Statement	Before	After	t	p
		Average±Standard	Average±Standard		

		deviation	deviation		
1	Friends help me well.	3.67 ± 0.75	3.97 ± 0.89	-1.469	.153
2	I help my friends well.	3.50 ± 0.68	3.83 ± 0.87	-1.624	.115
3	There are conflicts within my mind that could cause problems between me and my friends	3.87 ± 0.93	3.33 ± 1.18	2.443	.021*
4	In some situations, I feel too nervous to get along with my friends.	3.97 ± 1.12	4.30 ± 1.05	-1.242	.224
5	I feel uneasy if things don't go my way in partner and group work	3.67 ± 1.024	4.023 ± 1.10	-2.379	.024
6	Oftentimes my friends don't understand me.	3.87 ± 0.86	3.97 ± 1.03	-0.451	.655

7	For the most part, I can believe in my friends.	3.67±0.75	3.93±0.98	-1.393	.174
8	I usually remember my friends' names and hobbies.	3.33±0.75	3.63±1.06	-1.430	.163
9	I prefer playing games or daydreaming to playing with my friends.	4.00±1.01	4.40±0.93	-1.682	.103
10	I think my friends will make fun of me if I make a mistake.	3.27±1.23	3.83±1.02	-2.007	.054
11	I have made fun of and bothered a friend before.	3.50±1.00	3.23±1.16	1.161	.255
12	There are times when I want to hit and break things.	3.57±1.22	3.57±1.33	0.000	1.000
13	When things don't go my way,	3.67±1.15	3.47±1.22	0.769	.448

	sometimes I get angry and curse at my friends.				
14	I feel resentful because I feel I am at a loss more than my friends	3.37±1.03	3.93±1.01	-2.984	.006*
15	I feel bad because of my friend	3.70±0.98	4.20±0.76	-2.140	.041*
16	I envy my friends.	3.13±1.04	3.40±1.00	-1.000	.326
17	My friends envy me.	2.43±0.77	2.87±0.93	-2.765	.010*
18	My mind feels at ease and I can focus when I study.	3.10±0.60	3.63±1.15	-2.504	.018*
19	My friends like me.	3.37±0.89	3.53±0.77	-0.817	.420
20	I often say “thank you” to my friends.	3.70±0.65	3.80±1.06	-0.451	.655

IV. Conclusion and Recommendations

1. Conclusion

This study developed a Maum Meditation program combined with bibliotherapy,

applied it to elementary school students, and investigated the results. First, the researcher developed a 33 stage program fit for the characteristics of elementary school students. The Maum Meditation program combined with bibliotherapy is divided into three levels: Level of knowing the method to throw away the mind; Level of throwing away the mind and practice; finding the true mind.

After doing the Maum Meditation program, 94.1% of students answered positively to regarding the awareness of the necessity of Maum Meditation. It was found that the Maum Meditation program applied with bibliotherapy was effective in clearly relaying the necessity of Maum Meditation.

The score for friendship before Maum Meditation was 70.33 ± 11.00 and increased to 75.06 ± 11.57 after the program, but this was not statistically significant ($p=.080$). In other words, with respect to a change in students' characters, the Maum Meditation program applied in schools did not have a large effect in enhancing students' friendships.

2. Recommendations

In order to realize a more effective operation of the Maum Meditation program in schools, he researcher makes the following recommendations.

First, in order to create a more effective Maum Meditation program in schools, the emphasis must be placed on creating awareness of the necessity of throwing away the mind. In order to do so, through a thorough analysis of the education process, a way to combine class with throwing away the mind needs to be investigated, overcoming the time and space limits. Additionally, there needs to be sustained research in order to develop diverse Maum Meditation programs fit for each grade level.

Second, rather than emphasize an enhancement in friendships as demanded by

an outgoing society, a Maum Meditation program, which focuses on observation of one's mind world and planning changes in one's mind, should focus on healing through internal changes, leading to a reduction in depression and anxiety.

Third, as it is difficult to realize change in students' characters through a Maum Meditation program given only once a week for 1-2 hours, it is necessary to seek ways to throw away the mind consistently with programs like Maum Meditation Youth camp or the Association of Maum Meditation. Additionally, as it is difficult to create change in students is difficult without change in parents as well, "throwing away the mind for parents" lectures and programs are recommended for parents. In order to do so, a systematic and scientific Maum Meditation program for parents needs to be created to provide opportunities to feel the necessity of throwing away the mind.

Fourth, in order to evaluate the clear results of research, the current surveys should be replaced with surveys with higher validation. Additionally, it is predicted that the reliability of results is decreased if the pre-program surveys are given to students in early March, when there is less trust amongst students and their teacher. This is because in early March, when students are less familiar with their homeroom teacher, students may be less likely to be truthful in their answers. It would be better to give the pre-program survey in early April, when there is more trust between the students and their teacher.

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Appendix 1

Student Questionnaire I

Research Group: 5th grade ____ Class ____ Number ____ Name (Male, Female)

Research Date: _____ 2010

1. I think I need to throw away the mind

- a. Absolutely b. Yes
b. No d. Not at all

2. I have plans to throw away the mind in the future

- a. Absolutely b. Yes
b. No d. Not at all

Looking at your answer to question 1, choose between 1-1 and 1-2.

1-1. If you chose a or b, write the reason why.

1-2. If you chose c or d, write the reason why.

Looking at your answer to question 2, choose between 2-1 and 2-2.

2-1. If you chose a or b, write the reason why.

2-2. If you chose c or d, write the reason why.

3. My parents need to throw away the mind.

- a. Absolutely b. Yes
c. No d. Not at all

4. It would be good if my parents could participate in a school-sponsored throwing away the mind program for parents

- a. Absolutely b. Yes
 c. No d. Not at all

Looking at your answer to question 3, choose between 3-1 and 3-2.

- 3-1. If you chose a or b, write the reason why.
 3-2. If you chose c or d, write the reason why.

Looking at your answer to question 4, choose between 4-1 and 4-2.

- 4-1. If you chose a or b, write the reason why.
 4-2. If you chose c or d, write the reason why.

e. If anything changed after throwing away the mind, write about it here.

Appendix 2

Student Questionnaire II

Research Group: 5th grade ____ Class ____ Number ____ Name (Male, Female)

Research Date: _____ 2010

Hello. This survey intends to find out about your daily life and your thoughts. It will be used to help improve your relationships with your friends. Please answer truthfully

d. No e. Not at all

7. For the most part, I can believe in my friends.

a. Absolutely b. Yes c. Average

d. No e. Not at all

8. I usually remember my friends' names and hobbies.

a. Absolutely b. Yes c. Average

d. No e. Not at all

9. I prefer playing games or daydreaming to playing with my friends.

a. Absolutely b. Yes c. Average

d. No e. Not at all

10. I think my friends will make fun of me if I make a mistake.

a. Absolutely b. Yes c. Average

d. No e. Not at all

11. I have made fun of and bothered a friend before.

a. Absolutely b. Yes c. Average

d. No e. Not at all

12. There are times when I want to hit and break things.

a. Absolutely b. Yes c. Average

d. No e. Not at all

13. When things don't go my way, sometimes I get angry and curse at my friends.

- a. Absolutely b. Yes c. Average
d. No e. Not at all

14. I feel resentful because I feel I am at a loss more than my friends

- a. Absolutely b. Yes c. Average
d. No e. Not at all

15. I feel bad because of my friend

- a. Absolutely b. Yes c. Average
d. No e. Not at all

16. I envy my friends.

- a. Absolutely b. Yes c. Average
d. No e. Not at all

17. My friends envy me.

- a. Absolutely b. Yes c. Average
d. No e. Not at all

18. My mind feels at ease and I can focus when I study.

- a. Absolutely b. Yes c. Average
d. No e. Not at all

19. My friends like me.

- a. Absolutely b. Yes c. Average
d. No e. Not at all

20. I often say “thank you” to my friends.

- a. Absolutely b. Yes c. Average
d. No e. Not at all

Appendix 3

Topic of Study: Knowing the true mind and the false mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

1. Recently you bought a cell phone and you feel really happy. A few months later a new model comes out and you're tired of your cell phone. Reflect whether this mind that changes so quickly is the true mind or the false mind.

2. Read the book, “Seven Blind Mice” and think about the true mind and the false mind.

1) The seven blind mice discover something very strange. They each have their own opinion about it. They fight about it. Write ‘T’ if you think that thought is correct, and ‘F’ if you think it’s wrong.

1 The red mouse insists the strange thing is a (column). _____

2 The green mouse insists the strange thing is a (snake) _____

3 The yellow mouse insists the strange thing is a (spear) _____

4 The purple mouse insists the strange thing is a (cliff) _____

5 The orange mouse insists the strange thing is a (fan) _____

6 The blue mouse insists the strange thing is a (rope) _____

7 The white mouse insists the strange thing is a (elephant) _____

2) Think about why the red, green, yellow, purple, orange, and blue mice each have different opinions.

3) Think about how the white mouse knew the strange thing was an elephant.

4) Among all the mice, which mouse do you think you are like?

3. Let's find out about the true mind.

1) Which do you think is the biggest mind?

- | | | |
|---------------|--------------------------|---------------------|
| a. Me | b. My family | c. My school |
| d. Korea | e. the Earth | f. the Solar System |
| g. the Galaxy | h. the infinite Universe | |

2) Watch the following videos and think about which is the biggest mind.

a. Our Solar System – Size of Planets and Stars to Scale:

<http://www.youtube.com/watch?v=BS88G5WBcfQ>

b. Star Size Comparison HD:

<http://www.youtube.com/watch?v=HEeh1BH34Q&feature=related>

3) Which do you think is the true mind?

a. My mind b. The Universe mind

4) I am on the Earth. The Earth came from the Solar System. The Solar System came from the Universe. So what was I originally?

* Universe→Solar System→Earth→Me

Therefore Me = _____

4. Let's find the false mind in our daily lives.

1) John is my best friend. But now I like Tom better, who transferred to my school recently. John is annoying now. Reflect whether my mind that changes depending on the situation is the true mind or the false mind.

2) Choose which you think is the false mind.

a. My mind b. The Universe mind

5. Connect the two you think go together.

True mind

Universe mind

False mind

My mind

6. Write your reflections here.

Appendix 4

Topic of Study: Knowing the false mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

1. Think about which of the following is real and true.

1) A real apple 2) An apple that is recalled from remembered thoughts inside your mind

2. Read the book, “One Apple like 100” and think about the human mind.

1) People all think about the same apple differently. Listen to the characters’ quotes and guess their job.

What people said about the apple	Job
“It’s very desirable. It was grown in good soil.”	Farmer
“Great color. Not red, not orange. With a hint of green. A very hard color to express.”	Artist
“It would sell for more if I put it in a pretty basket.”	Fruit store owner
“Apples are rich in vitamin C. There’s a saying: an apple in the morning is a gold medal, at lunch is a silver medal, at dinner is bronze. I should tell the people who come to the hospital.”	
“People have sung about apples. They must’ve seen beautiful apples like this	Songwriter

one.”	
“If one apple costs 30 cents, how much does three cost? No, the question would be harder if I ask how much change will I receive if I pay a dollar.”	Math teacher
“Where has the store owner gone? Leaving this beautiful apple all alone. He should be careful.”	
“The store’s in bad condition. If they fix the entrance, they can have more customers.”	Carpenter

2) Think about why one apple is like 100.

3) Think about whether the characters in the book are looking at the real apple (the true apple) or the apple from their remembered thoughts (false apple).

3. Let’s find examples of the false mind from daily life.

1) Write down the words that are associated with my remembered thoughts of my teacher.

2) Which of the following is my real teacher?

1. The teacher who is recalled from the remembered thoughts in my mind

2. The real teacher standing in front of the class

3) There is one teacher standing in front of the class. Think about “One teacher like 30” means.

4) Was I was looking at the real teacher? Or was I looking at the false teacher within my mind?

5) Think about whether the mind that come up are true mind or false mind.

6) Think about whether human’s mind is true or false.

4. Think about what the false mind is.

5. Write your reflections here.

Appendix 5

Topic of Study: Knowing the true mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

1. What is the following picture? (a pore p.232)
2. Can you believe that 99.999% of everything we see is “empty space?” Watch the Knowledge Channel-e video “Empty Space” and think about what kind of mind is it that created all material, never dies, never changes and is always living.

http://video.search.naver.com/search.naver?where=video&sm=tab_jum&query=%uBE4

8%uACF5%uAC04

Empty Space

(Empty space appears when you magnify a baseball, pencil lead, and a cardboard box)

Space is not filled with things.

Actually, things are filled with space. -Hailem M Stanley, Philosopher

Empty Space

An atom's diameter is 1/100000000 of a centimeter

If you magnify a drop of water to the size of the earth

An atom will appear as big as a baseball

If you magnify an orange to the size of the earth

The atoms that make up an orange will appear smaller than that orange.

-Frichof Cafra, Physicist

The nucleus of an atom

If an atom were as big as a soccer ball

The nucleus would not be as big as a soccer ball

-Malcom Longair, Physicist

A very large atom and a very small nucleus

And the 99.999% of space in between

The empty space that makes up 99.999% of an atom

The world is made up of atoms

There are 100 trillion atoms in a single cell

There are 100 trillion cells in the human body

There are 6 billion people on earth

The earth is part of the solar system

There are 100 billion stars like the sun in the galaxy

There are 100 billion galaxies in the solar system

99.999% of everything we see

99.999% of everything we desire

99.999% of everything is empty space.

3. Where does a mosquito or rabbit come from and where do they go? Where do people come from and where do they go? Reflect.
4. Think about which mind is the mind that creates everything, never dies, never changes and is always living.
5. Write your reflections here.

Appendix 6

Topic of Study: Knowing the true mind

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Look at the book “Yum Yum Smack Smack”

Sprout → () → Cricket → Spider → Lizard → Owl → Pike → () → Fox → Blowfly
 and beetle → Microorganisms → Nutrients in
 soil → Seed → Sprout → Grain → Bread → Human

*(Vocabulary) Microorganisms: Small living things hard to see like fleas, mites,
 bacteria. They can only be seen with a microscope.

2. Think about the cycle of energy conversion

Sun's energy → Wheat's chemical energy → Chemical energy in food → Human's
 exercise energy (p.234)

3. All material things have a life span. So is there anything that never dies, never
 changes, and is always living?

Watch the Knowledge Channel-e video "The Apple Pie from Outer Space."

http://video.search.naver.com/search.naver?sm=tab_hy&where=video&query=%BF%EC%C1%D6%BF%A1%BC%AD+%BF%C2+%BE%D6%C7%C3%C4%C0%CC

http://cafe.naver.com/zaam.cafe?iframe_url=ArticleRead.nhn%3Farticleid=882

The apple pie from outer space

I chewed the apple pie made from apples and dough

The pie on the plate disappeared

The big bang occurred 13,700,000,000 years ago

The universe's expansion 38 years later and the appearance of H(Hydrogen)

O(Oxygen), C(Carbon), N(Nitrogen), Mg(Magnesium), F(Iron) elements created from stars

The elements that became part of the earth, many years passed

Sometimes clouds

Sometimes dinosaurs

Sometimes dirt or rain

The apple that drank the rainwater from the earth and grew

The apple pie made from dough and apple

The human that chews and digests the apple pie, making the pie part of him

The human body is made of so many atoms

However 98% of the atoms that make up our body are exchanged within a year

The cells in the intestines every 5 days, skin every 2 weeks, red blood cells every 120 days

The remaining 2%: bones every 10 years, muscles every 15-16 years

When a human dies, its body is broken down by microorganisms

Broken down to atoms like C, N, O, H

That can become a flower, a forest, an animal

They could've been part of Shakespeare's body

They could've been part of Einstein's body

The atoms in my body.

The numerous atoms which were once floating around in space

Now they are exquisitely arranged to be a part of your body

“If you wish to make an apple pie from scratch, you must first invent the universe.”

-Carl Sagan

*(Vocabulary) Atom: If you split a material object over and over until it cannot be split anymore, the particle that remains. Elements are classified by atomic number.

4. A dead cow cannot give birth to a calf. If the universe was dead, could it create material things like the solar system, the earth, people, or ants? Think about whether the universe is living or dead.
5. Think about which mind is the mind that creates all material things, never dies, never change, and is always living.
6. Write your reflections here.

Appendix 7

Topic of Study: Knowing the reason to throw away the false mind

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Present on what I dislike the most.
2. Read the book “The ant, mosquito and lunatic” and reflect.

- 1) Connect the three things King David dislikes with the reasons why

Things King David dislikes	Reason
-Spider	-Because they're troublesome
-Mosquito	-Because they always bite people
-Lunatic	-Because they're useless

- 2) Connect how King David was helped from the ant, mosquito and lunatic

-Ant	-Saved his life
-Mosquito	-Helped steal the enemy general's knife
-Lunatic	-Helped him escape death

- 3) How did King David change after being helped by the ant, mosquito and lunatic

- 4) Is King David's mind of dislike the never changing true mind? Or is it the self-centered mind that changes according to the situation. Reflect.

3. Think about daily life.

- 1) How did you act when a student you disliked became your partner?
- 2) How did you act when you were not allowed to watch your favorite TV show

or play your favorite game?

- 3) Are my minds of liking and disliking the never changing true mind? Or are they the self-centered, changing false mind? Reflect.
- 4) Think about the reason we throw away the mind.
- 5) Write your reflections here.

Appendix 8

Topic of Study: Knowing the reason to throw away the false mind 2

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Watch the movie A.I. and reflect. David, the little boy robot, was programmed to love his mother eternally. Even though David is hurt and abandoned by his mother, he can't help but miss her eternally. The movie portrays this poor robot's mind world.

(scene from the movie p.239)

Monica (the woman on the right), is programming David to love her forever.

- 1) Would David have had to suffer so much pain if he could have erased the eternal love for his mother?
- 2) Think about the reason we need to throw away the mind.
- 3) Think of and throw away the following minds: what I am most attached to; what I want to be recognized for; what I'm afraid I won't be recognized for; wanting to be loved; being afraid I won't be loved; what I expect from my

family; what I expect from my friends; etc.

Appendix 9

Topic of Study: Knowing the method to throw away the false mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Watch the commercials and think about a person's life with his family.
2. Read the book "I love you forever" and think about how I grew up.

http://www.yest24.com/chyes/ChyesFlashDetail_New.aspx?CurrPage=1&PT=ALL&S

[W=언제까지&option=all](#)

1. This book portrays the life of a person from birth to adulthood. Briefly write about your life in the table below. (Happy times, sad times, things I learned, events with my family or friends.)

0-3 years old	
4-7 years old (Preschool)	
8 years old (1 st grade)	
9 years old (2 nd grade)	
10 years old (3 rd grade)	
11 years old (4 th grade)	
12-13 years old (5 th -6 th grade)	

3. Let's find out about the human mind world

1) Can my teacher or friends see the events or memories from when I was young?

2) Only who has and can recall my early childhood?

3) Think about how many individual mind worlds there are in this classroom.

*4) Recall an apple inside your mind. Can you eat it? If you can't eat it, think about whether it's real or false. Recall your mother. Can you touch her with your hand?

If you can't touch her right now, think about whether she is real or false.

5) Is throwing away the remembered thoughts throwing away your real mother? Or is it throwing away your mind about your mother? Reflect.

6) Does my mind world actually exist? Reflect.

4. We throw away the mind by throwing away the remembered thoughts in chronological order.

5. Write your reflections here.

Appendix 10

Topic of Study: Knowing the perspective without the false mind

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

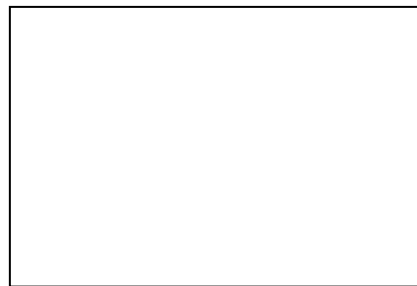
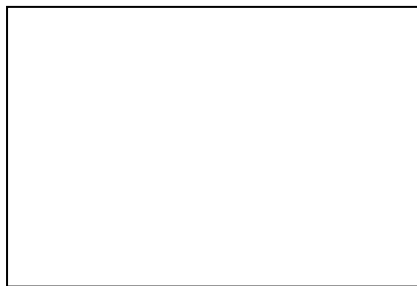
1. Watch the film, "The Development of the fetus in Weeks 1-9 of Pregnancy."

http://www.johnsonsbaby.co.kr/babycenter/pregnancy/movie_list.asp?activeNum=1

2. Watch the film, "Life is short."

<http://tvpot.daum.net/clip/ClipView.do?clipid=25094363>

3. Read the book, “Strange spring water” and think about the perspective without false mind.
 - 1) Think about what kind of water the strange spring water is.
 - 2) What happened to the nasty old man who got greedy and drank too much of the water?
 - 3) Imagine what you would look like if you drank too much of “youthful water” and “aging water” and draw the results below.



Youthful water:

Aging water:

4. Think about the perspective without false mind.
 - 1) What would happen if you drank too much youthful water?
 - 2) What would happen if you drank too much aging water?
 - 3) What would remain if “I” disappeared?
5. Let’s throw away the mind from the perspective without false mind (the perspective before I was born, the perspective after I have grown old and died, the perspective without me).
6. Write your reflections here.

Appendix 11

Topic of Study: Throwing away minds of attachment and resentment (Study)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Read the following poems:

When I come home from cram school

When I come home from cram school

I am tired

I fall asleep while eating

I fall asleep while watching TV

I fall asleep while doing homework

When I come home from cram school

I am tired

The tiger teacher that tells me

to do well also follows me home

2. Watch the Knowledge Channel-e video “The life of Korean elementary school students.” Find the minds of resentment about attachment to studying.

<http://blog.naver.com/mw1245?Redirect=Log&logNo=110092899084&jumpingVid=B83378B7FC41A153B64038139B1DA06D8>

Living as an elementary school student in Korea

Complete the following sentences:

The fear I want to forget _____

My family thinks of me _____

My biggest flaw is _____

9 out of 10 students receive tutoring

3.13 average subjects for tutoring

An average of 2 hours and 37 minutes a day

Over 5 hours of tutoring, 38.6% of students feel pain and don't know why

7 out of 10 students don't want to go to school

The reason they don't want to go to school is because they will learn what they already learned in cram school 18.3%

30 minutes spend talking with my parents 30%

Almost no time spent playing with friends 30%

Have wanted to run away before 53.3%

Have wanted to commit suicide before 27%

Main reason for wanting to commit suicide is grades 27%

The main way for children to relieve stress: internet and computer games

-Survey of 1000 4th-6th grade elementary school students survey in Seoul

Incheon City, February 2006

A 6th grade student went into his room to do his vacation homework

He hanged himself from a rope tied to his doorknob

He often said, "I wish I only went to cram school a little bit."

And how he completed the following sentences

The fear I want to forget (My scores from the last test)

My family thinks of me (They only want me to study well)

My biggest flaw is (I can't study well)

Always I (want to beat the best student)

And the sentence he never completed

“I want to be free like a fish.”

-From the last will of an elementary school student who committed suicide

3. Recall and throw away the following: mind of attachment to studying; expectations of my family; teachers; tests; grades; friends and comparing grades; remembered thoughts related to homework; times I wanted to play but couldn't; relieving stress by playing computer games; times I was scolded by or fought with my mom; being anxious about competition; feeling inferior or superior about studying.
4. Write your reflections here.

Appendix 12

Topic of Study: Throwing away minds of resentment (Teacher)

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Write the word that comes to mind when you think of “teacher.”
2. Read the book “Ten ways to upset the teacher” and reflect.
 - 1) What makes the teacher most upset? When I do what?
 - 2) What makes me most upset? When the teacher does what?
3. Recall the remembered thoughts of when I was most angry and resentful and throw them away.

4. Write your reflections here.

Appendix 13

Topic of Study: Throwing away minds of attachment (Games)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

Read the following:

Game

-By a 5th grade student from Daegu City

When my mom and dad are not home, I turn on the computer and play games. While I'm playing, I hear the front door open.

“Beep beep beep.”

I want to live, so I quickly turn off the computer. And I go out to the living room and say hello.

“Dad, you're home.”

And I go back into my room and start studying. Always. Always like this. If dad leaves again, I wait and then I play computer games again. I play for an hour, until I think it's dangerous, then I turn off the computer. And then I imagine getting caught by my mom and being hit by my mom. And whenever I imagine this, I hear the door opening and my mom coming in. And I think I was really lucky in turning off the computer beforehand. And I breathe a sigh of relief.

Still, I like this life.

2. Watch the news clip about students addicted to violent computer games.

<http://news.naver.com/main/read.nhn?mode=LPOD&mid=tvh&oid=214&aid=00000376619>

3. Watch the news clip about the seriousness of internet game addiction.

<http://news.naver.com/main/read.nhn?mode=LPOD&mid=tvh&void=052&aid=0000288961>

4. Recall and throw away things related to playing games, internet chatting, watching T.V., texting messages, etc.
5. Write your reflections here.

Appendix 14

Topic of Study: Throwing away minds of resentment (Parents)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Look at the following picture and reflect.

(Picture with caption: 10 ways to upset mom p.249)

2. Read the book “Ten ways to upset mom” and reflect.
 - 1) What do I do that makes my parents angriest?
 - 2) What do my parents do that makes me angriest?
3. Recall the remembered thoughts of what I did in situations where I was angry and resentful.
4. Write your reflections here.

Appendix 15

Topic of Study: Throwing away minds of fear (Violence)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. What type of situation do I fear most?
2. Watch the Knowledge Channel-e video “Law of Violence” and find what I fear most.

http://video.search.naver.com/search.naver?where=video&sm=tab_jum&query=%D3ED%uB825%uC758%uBC95%uCE59

Law of Violence

I am always the center of the world, with everyone’s fear and respect

Law of Success

Law of Violence

Finding Favor

If the other person is interested in me (the violent me)

No matter what I do

“He’s not a bad kid. He dislikes me because I messed up.”

“If I just understand him and be patient, he’ll change.”

It’s hard for the other person to see things clearly.

Mistreatment

“Why do you use expensive make-up? You think you can be pretty?” –sarcasm

“You can’t do any better.” –lowering the other person

“Hey, fatso.” – name calling

“You think that’s cool?” –making fun of the other persons interests

“Don’t you know anything?” –embarrassing the other person

Before fighting, use the other person’s weak points and embarrass and harass them.

Outcast

“That kid’s weird, right?” –insult the other person

Make the other person everyone’s enemy, turn violent

Now no one will listen to the other person

People fear this me (violent me) and try to get along with me. Because of you!

Try to agitate the other person and make them yell first.

Make the other person explode and attack first

Then, I say

“I act like this because of you.” Other people add in

“He probably deserved it.”

This way, the other person becomes subservient to me

Ultimately, the other person doesn’t resist, and falls under my full control.

School, relationships, family, work, society, world, wherever

I am always the center of the world, with everyone’s fear and respect.

I am always the center of violence, with everyone’s fear and respect.

3. Check which apply to you:

- | | |
|--|-------------------------------------|
| 1) I am sarcastic | Others are sarcastic towards me |
| 2) I make others feel bad | Others make me feel bad |
| 3) I call people names | Others call me names |
| 4) I make fun of others' interests | Others have made fun of my interest |
| 5) I embarrass other people publicly | Others have embarrassed me |
| 6) I insult other people | Others have insulted me |
| 7) I have made another person an outcast | Others have made me an outcast |

4. Find ad throw away being afraid of violence at school or home

5. Write your reflections here

Appendix 16

Topic of Study: Throwing away minds of resentment (Siblings, Friends)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Write the words that come to mind when you think of "siblings" or "teacher."
2. Read the book "Ten ways to upset your sibling" and reflect
 - 1) What do I do that makes my siblings (friends) the angriest?
 - 2) What do my siblings (friends) do that makes me the angriest?
3. Recall and throw away what I did in situations where I was angry and resentful.
4. Write your reflections here.

Appendix 17

Topic of Study: Becoming the others' perspective and throwing away mind (Siblings,
Friends)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Read the book "The wolf's tale of the three little pigs."

(picture of the pig newspaper) (picture of the wolf newspaper) p. 253

- 1) What sort of articles would appear in the pig's newspaper?
- 2) What sort of articles would appear in the wolf's newspaper?
- 3) There was one incident, but why are the pigs' version and wolf's version different?
2. Become the other person's perspective (siblings' perspective, friend's perspective, etc.) and throw away: times I bothered them or they bothered me; times I liked, disliked, and couldn't make up my mind; times I lied for my benefit.
3. Write your reflections here.
4. During break, clean your friend's bag and desk for them (homework).

Appendix 18

Topic of Study: Throwing away Lazy Mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Watch the video “Power of Cleaning.” Compare the following.

Trash-like house	The boss that cleans toilets with his bare hands
<p>“Why doesn’t mom clean?”</p> <p>“Can’t she throw away?”</p> <p>“I think she knows, but she doesn’t do it. And she doesn’t have the motivation to do it.”</p>	<p>“I clean toilets with my bare hands because it makes me humble, honest, and thankful.”</p> <p>“After I started cleaning the bathroom, my company’s profits doubled. I think cleaning the bathroom had an effect on profits.”</p> <p>“After I started cleaning the bathroom, my arrogance disappeared and I became thankful for my employees. We communicate better and the company has developed more.”</p>

2. Check which of the following applies to you:

1. I do my best with whatever task I’m given.
2. I put something back in its place after using it.
3. My desk and cubby are well organized.
4. I easily throw away what needs to be thrown away.
5. I think cleaning is for unskilled people.
6. I think if I’m a good student, I don’t need to clean.

3. Find and throw away lazy minds.
4. Write your reflections here.
5. Clean the sink, toilet and bathroom floor (homework).

Appendix 19

Topic of Study: Throwing away Lazy Mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Look at the following picture and reflect.

(picture of a family piggybacking on the mom's back p.256)

2. Read the book "Pig book" and think about how I act at home.

http://www.yes24.com/chyes/ChyesFlashDetail_New.aspx?CurrPage=1&PT=ALL&SW

=돼지책&option=all

3. Check which of the following applies to you:

1. I fold my socks
2. I wipe the sink after washing my face.
3. I have washed a cup after drinking from it before.
4. I have organized the shoes in the foyer before.
5. I have cleaned the bathroom before.
6. I think cleaning is mom's job.
7. I think if I'm a good student I don't have to clean.

4. Recall the remembered thoughts of when I was lazy and wasn't thoughtful of

my family.

5. Write your reflections here.
6. Wash your parents' feet for them with warm water (homework).

Appendix 20

Topic of Study: Throwing away minds of attachment (appearance)

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Reflect on women's attachment to appearance.
 - 1) Watch Girls Generation music video. Think about what kind of appearance beautiful women want.

<http://blog.naver.com/nsc1022?Redirect=Log&logNo=60101700960&vid=0>
 - 2) Watch the Fan lady video. Think about the seriousness of attachment to one's appearance.

<http://www.mgoon.com/view.htm?id=1587160>

2. Reflect on men's attachment to appearance.
 - 1) Watch Rain's music video. Think about what kind of appearance beautiful women want.

<http://blog.naver.com/tank781?Redirect=Log&logNo=90085218422&vid=0>

- 2) Watch video on the rare illness patient (Frederick). Find out about the necessity of a positive mind.

[http://news.kbs.co.kr/world/2010/03/28/2070898.html#//](http://news.kbs.co.kr/world/2010/03/28/2070898.html#/)

3. Find and throw away minds related to appearance and inferiority, superiority,

jealousy, beauty and ugliness, and attachment to love.

4. Write your reflections here.
5. Organize your closet (homework).

Appendix 21

Topic of Study: Throwing away fixed notions (beauty)

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. What type of appearance do I want? (Height, weight, skin, face, ideal celebrity etc.)
2. Look at the following picture. What comes to mind?

(picture of bound feet p.259)

3. Watch the Knowledge Channel-e video “The reason foot binding is beautiful.”

http://video.search.naver.com/search/naver?where=video&sm=tab_nmr&query=%EC%A0%84%EC%A1%B1%EC%9D%B4+%EC%95%84%EB%A6%84%EB%8B%A4%EC%9A%B4%EC%9D%B4%EC%9C%A07ie=utf8&

The reason foot binding is beautiful

“No matter how pretty her face is, if her foot is fat, she is only half-beautiful.”

-A beautiful lady from the Ming

Dynasty

The lotus flower foot standard of beauty in China for over 1000 years

An adult women’s foot was less than nine centimeters long.

Catch a chicken and place a child's foot in its stomach to make it soft.

Then leave the big toe, but bend the other four toes to touch the bottom of the foot.

Even though it hurts, in order to make a beautiful foot, make her walk a lot.

“Man is yang and woman is yin. A woman should be small and soft, even her feet...”

A scholar from the Sung Dynasty

“A woman with big feet wanders around outside and doesn't do housework.”

-A man from the Chung Dynasty

In the Sung Dynasty, the most popular celebrity dancers

They started the shoe diet with small and pointy shoes

The rich daughters of the upper class started imitating them

Only the lower class didn't bind their feet

And the advertisements by poets spreading the fantasy

If you are a man of taste, try serving alcohol in foot binding shoes.

-Yuan Dynasty

A famous poet praised foot binding in several of his poems

“Two small feet falling is beautiful. How can I express this intricate beauty? Just to enjoy and hold in my hands.”

-Sung Dynasty poem

The trend spread quickly among commoners who admired the upper class

No matter how poor, it was shameful to let a woman with big feet enter one's house

Common women did farm and house work by crawling on their knees.

And the criticism and competition among women

If you make yours small, I will make mine smaller!

The foot binding festival held once a year in every village

The scandal from not participating in the festival

“Her feet are too big or weirdly shaped!”

She could not marry

“A woman’s best happiness is to marry a rich and live happily.”

In order to do so, she must have small feet.

A woman with small feet could get a husband with a high position

So as a mother, if she loves her daughter, she must not spare her daughter’s feet!

-Chung Dynasty

Breaking toes, rotting flesh

The more they break and rot, the smaller her feet and the better a bride she makes

Sensitive and lethargic, stressed and depressed from the pain

But still worth it!

“We never show others our feet. So it is to our satisfaction.

Anyone can gain confidence with small feet.” -Queen from Chung Dynasty

Small, thin, pointy like a mountain,

Fragrant, soft, clean

However it was hard for “lotus feet” to satisfy these conditions.

80% of women in the end of the Chung Dynasty suffered for foot binding

Today, 80% of women think they are fat

Is your body an endless construction site? Is it a cozy house to live in?

-Bartrought Posh, Journalist

4. Is the mind of attachment to appearance, and inferiority, superiority, jealousy, beauty and ugliness, and love the eternal, never changing true mind? Or is it the false mind created inside man’s fixed notions? Reflect.
5. Throw away the mind.
6. Write your reflections here.
7. Write a compliment and give it to your friend. (If you receive a compliment, send a reply.)

Appendix 22

Topic of Study: Throwing away minds of attachment

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Read the book “The lazy boy who became a cow.”
 - 1) What happens if we try to be only comfortable all the time?
2. Read the book “The workaholic who became a tree.”

- 1) What happens if we work all the time without rest?
3. Find and throw away the times you were lazy during study time, feeling lazy, worrying all day about an exam, always trying to win, etc.
4. If all those human minds are thrown away, what would remain?

Appendix 23

Topic of Study: Throwing away greed (food)

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. What is my favorite food?
2. Watch the Knowledge Channel-e video “Hamburger Connection.” Find the minds of greed towards food.

http://video.search.naver.com/search.naver?where=video&sm=tab_jum&query=%u584%uBC84%uAC70%uCEE4%uB125%uC158

Hamburger connection

The earth’s temperature rises on average 0.6 degrees

The earth has lost its ability to control its temperature

Climate change affects the earth here and there

Nightmare?

Hamburger, forest, tsunami’s connection

A hamburger, the bun, vegetables, and a meat patty

Every second 200 Americans

Consume one hamburger or more

King of hamburgers, McDonalds

29,000 stores in 121 countries

The core of the hamburger, beef

Creation of grazing land for cows

In the 1970s, 2/3 of central America's farmland was converted for livestock use

Every year livestock land the size of Korea turns to desert from overuse

Cows eat 1/3 of the grass and crops grown on earth

Every year 40 million to 60 million die from starvation

For one person's glass of milk and meat

We feed cows crops that could feed 22 people

The degrading forest and tropical rain forest due to raising cattle

To make a 100g beef patty, 1.5 pyeong of tropical forest is turned to land for livestock

Therefore, a hamburger is not only the bun, vegetables, and beef.

To make a hamburger, we raise cows

To raise cows, we make livestock land

We burn forests

The disappearing forests raise the earth's temperature

And climate change affects the world

I have a nightmare about the tsunami

-A Moldives resident. The Moldives are disappearing due to global warming

3. Recall and throw away remembered thoughts related to the following:
overeating, being a picky eater, wasting food, complaining about food, snacking, fighting to eat more of something delicious, breakfast, school meals, dinner, not being thankful for food etc.
4. Write your reflections here.
5. Thank your parents before eating every meal (homework).

Appendix 24

Topic of Study: Throwing away greed

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Find and throw away the things I want and what I expect from my parents and friends.
2. Read the book “The size of land for a farmer” and find the minds of greed.
 - 1) The farmer saved the young prince bitten by a snake. In return, the king says he will grant the farmer one wish. The farmer says he needs land.
How much land did the king promise the farmer?
 - 2) Why did the farmer end up dying?
3. Watch the video “Life is short” and recall and throw away the remembered thoughts of when I was greedy.

<http://tvpot.daumnet/clip/ClipView.do?clipid=25094363>

4. Write your reflections here.

5. Organize the shoes in the foyer every day. (homework)

Appendix 25

Topic of Study: Throwing away greed

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Look at the following picture.

(picture of a snail p.266)

2. Read the book “The biggest house in the world” and reflect.
 - 1) Why did the baby snail die?
3. Watch a clip from the movie 2012. (From 45-52 minutes into the film)
4. Recall and throw away the remembered thoughts of when I was greedy.
5. Write your reflections here.
6. Organize your bookshelf and bring one book to school to donate. (homework)

Appendix 26

Topic of Study: Finding true mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Have you ever shared what you had with your family or friends?
2. Read the book “Hell people heaven people” and think about the mind that lives

and shares together.

- 1) Why did the people in hell starve and live unhappily?
- 2) Why did the people in heaven gain weight and live happily?
3. Recall and throw away the remembered thoughts of one's self-centered life.
4. Write your reflections here.
5. Empty out and wash the food waste bin. (homework)

Appendix 27

Topic of Study: Finding true mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Listen to the song and sing along

Beautiful world

When you feel lonely, look at the sky

We are under the same sky, we are one

Meet each other's eyes and make the world

Sing this song together, the song of love

Gather love in each of our hearts

Let's work together and make a beautiful world

Nothing can be achieved alone

Hold hands together and create love

Together, like baby's breath flowers

Embrace one another, everyone come together

Gather love in each of our hearts

Let's work together and make a beautiful world

2. Read the book "Happy Chair Tree."

http://www.yes24.com/chyes/ChyesFlashDetail_New.aspx?CurrPage=1&PT=ALL&SW

[=행복한%20의자%20나무&option=all](#)

- 1) Think of why complimenting is good and think of compliments to tell your family and friends. Think of something to compliment your friend on.
3. Recall and throw away the remembered thoughts
4. What kind of tree do you want to become? Write a poem about it.

Appendix 28

Topic of Study: Finding true mind

Grade ___ Class ___ Number ___ Name _____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Watch the video "The scary end to global warming."

http://cafe.naver.com/ecodesign01.cafe?iframe_url=/ArticleRead.nhn%3Farticleid=67

2. Listen to the book "Let's live together, orange lizard" (Audio cd)
 - 1) What do we need to do in order to live together happily?
3. Recall and throw away your remembered thoughts.

4. Write your reflections here.
5. Organize your friend's desk and cubby. (homework)

Appendix 29

Topic of Study: Finding true mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Recall the happiest time of my life.
2. Close your eyes and listen comfortably to the book "Gilberto and the Wind."
(Audio CD)
3. There is no mind of "me." Let's become the dirt. There is no mind of "me."
Let's become water. There is no mind of "me." Let's become the wind.
Does dirt, water, wind have the mind of "me?" Reflect
4. There is no me, become nature and throw away the remembered thoughts.
5. Write your reflections here.
6. Pick up litter on the way to school. (homework)

Appendix 30

Topic of Study: Finding true mind

Grade ___ Class___ Number___ Name_____ (Boy, Girl)

*First throw away all the things that happened yesterday and today for 5 minutes.

1. Why do we fight with our friends? Why do we fight with our family? Why do countries go to war? Reflect.
2. Watch the video and listen to the song.

<http://blog.naver.com/ejswks23?Redirect+Log&logNo=30090101129&jumpingVid=5EC7B3DBDF9C5D52ADEF2780974B2E7A6B6B>

Heal the World - Michael Jackson

Think about the generations and to say we want to make it a better world for our children and our children's children. So that they know it's a better world for them; and think if they can make it a better place.

There's a place in your heart

And I know that it is love

And this place could be much

Brighter than tomorrow

And if you really try

You'll find there's no need to cry

In this place you'll feel

There's no hurt or sorrow.

There are ways to get there

If you care enough for the living

Make a little space, make a better place

Heal the world

Make it a better place

For you and for me the and the entire human race

There are people dying
 If you care enough for the living
 Make a better place for
 You and for me

 If you want to know why
 There's a love that cannot lie
 Love is strong
 It only cares for joyful giving
 If we try we shall see
 In this bliss we cannot feel
 Fear or dread
 We stop existing and start living
 Then it feels that always
 Love's enough for us growing
 Make a better world, make a better world

3. Think of the reason why I need to throw away my mind?
4. When we become this mind, the world can become a peaceful and beautiful place. Which mind is that?

Appendix 31

Seven Blind Mice

Book title: Seven Blind Mice (P.273)

1. One day, seven blind mice discovered a very strange thing by the water.

“What’s this?” The mice were very curious as they returned home.

2. On Monday, the red mouse was the first to go find out what the thing was.
3. “It’s a column” said the red mouse. But no one believed him.
4. Tuesday, the green mouse went. He was the second.
5. “It’s a snake” said the green mouse.
6. Wednesday, the yellow mouse went.
7. “No, it’s a spear” said the yellow mouse, the third to go.
8. The fourth mouse, the purple mouse, went. It was Thursday.
9. “It’s a very tall cliff” said the purple mouse.
10. Friday, the fifth mouse, the orange one went.
11. “It’s a fan. I felt it waving in the wind.”
12. The sixth mouse, the blue one, went.
13. It was Saturday. He returned and said, “it’s a rope.”
14. But everyone shook their heads no. The mice began to fight. “It’s a snake!” “A rope!” “A fan!” “It’s a cliff!” Then it was Sunday. The seventh mouse, the white mouse, went to the pond.
15. The white mouse climbed up on the strange thing. And he slid down the opposite side of the thing. Then he climbed back up the other side.
16. “Aha, now I understand” said the white mouse. “This part is sturdy like a column, this moves soft like snake, this is high like a cliff, this is sharp like a spear, this is twisted like a rope, however the whole thing is...”
17. The other mice climbed up and slide down the strange thing. They climbed back up the other side. And then they all shouted. They finally understood.
18. The moral of the story: We can pretend to understand by knowing only part of the story, but true wisdom comes from knowing the whole.

Appendix 32

Videos

1. Our Solar System- The Size of Planets and Stars to Scale (link)

<http://www.youtube.com/watch?v=BS88G5WBcfQ>

2. . Star Size Comparison HD:

<http://www.youtube.com/watch?v=HEeh1BH34Q&feature=related>

Views of (p.275)

Parking Lot → The parking lot appears small → The city where the parking lot is → The country where the city is → The Earth where the country is → The solar system where the Earth is → Comparison of the planets → The Earth is small compared to Jupiter → The Earth is very small compared to the Sun → The Sun is small compared to Vega → The Sun is very small compared to Arcturus → There are many stars bigger than the Sun → The biggest star discovered is VY Canis Majoris → VY Canis Majoris has a diameter of 2,800,000,000 km. How can you imagine this size? → Think of a passenger airplane flying along the surface of this star at 900 kmh. → It would take 1100 years to circle it one time. → There are many stars like this in the universe. → Yet it is only a tiny dot among several hundred billion stars forming our galaxy. → Tnd there are a hundred billion galaxies out there! → The End.

Appendix 33

One Apple like 100

Book Title: One Apple like 100 (p.277)

1. There is an apple in front of the local fruit store.

2. A person rushing by saw the apple. “Ah an apple. I always took an apple on picnics. Those were the days.”
3. The apple thought to himself, that person must be a busy company employee.
4. Some men stopped and said, ““It’s very desirable. It was grown in good soil.”
5. Those are definitely farmers.
6. Another person looked at the apple this way and that. “Great color. Not red, not orange. With a hint of green. A very hard color to express.”
7. The apple immediately recognized the person to be an artist.
8. Another person stopped and stared at the apple. “It would sell for more if I put it in a pretty basket.”
9. Who is that? Yes, it’s the owner of the fruit store in front of the train station.
10. “Apples are rich in vitamin C. There’s a saying: an apple in the morning is a gold medal, at lunch is a silver medal, at dinner is bronze. I should tell the people who come to the hospital.”
11. The apple thought, that is a kind doctor.
12. Next a fancy lady stopped by. “People have sung about apples. They must’ve seen beautiful apples like this one. I should write a song too.”
13. The apple was happy that a songwriter would write a song about the apple.
14. Then a lady stopped in front of the apple. “If one apple costs 30 cents, how much does three cost? No, the question would be harder if I ask how much change will I receive if I pay a dollar.”
15. A math teacher. Give the kids an easy question!
16. A man covered in bandages stared at the apple.
17. He’s very hurt. Why is he looking at me? What kind of person is he? How did he get hurt?

18. Next a tough looking man stopped and looked. “Where has the store owner gone? Leaving this beautiful apple all alone. He should be careful.”
19. The apple knew immediately, the man was a policeman.
20. The next person said, “The store’s in bad condition.”
21. Thank you for worrying, kind carpenter.
22. Students came into the store after school. “I’m going to buy persimmons.”
“An apple for me.” “I want pears.”
23. “Yummy.” Today’s a picnic. “I wish I had brought an apple.”
24. Everyone looks at me and thinks something different, cried the apple. So if
100 people look at me, then I become 100 different apples, he cried. So I am
one apple like 100.
25. The End.

Appendix 34

Nature Art Activities

1) (pictures of students’ art) p.280

Title: Rabbit’s sadness

Explanation: I compared Korean children who are having a hard time because of cram school to a rabbit.

Title: Penguin’s challenge

Explanation: The penguin is trying to escape from the deserted island called the mind world. But there are sharks in the ocean.

Title: I want to fly

Explanation: I want to become a bird and fly, but there are bullets called “studying” chasing after me.

The three pieces above were combined to create one large piece called, “Penguin’s and Rabbit’s Wish.”

The students drew the piece “Penguin’s and Rabbit’s Wish” on the playground. They filled water bottles with water and expressed the desire to fly like a bird. They accepted that as the sun dried up the picture, that desire disappeared as well.

2) Students Reflections on the activity:

Group 1: Penguin’s and Rabbit’s Wish (Individual picture: Rabbit’s Sadness)

After doing this activity, I realized how fun it is to work together. I think it’s great we worked together to create one final piece. And I felt lighter after I saw our piece drawn in water dry up and disappear. As long as we don’t throw away attachment to freedom, we can never be free. And if I draw again later, I want to express the freedom found.

Group 1: Penguin’s and Rabbit’s Wish (Individual picture: Penguin’s Challenge)

We all have the bullets of studying, the ice of studying, we’re trapped and we want to escape but there’s the deep water called studying. My parents’ minds considering me as their child are the sharks, blocking my escape. So this drawing shows the rabbit and

the penguin looking longingly at the bird who can fly, they want to escape. This is us. I think we are trapped by studying, and we want to escape and be free.

Group 1: Penguin's and Rabbit's Wish (Individual picture: I want to fly)

At first I was hesitant when I heard we were going to do nature art. We were told to express our mind world with our friends. I was nervous when we were divided into groups. I wanted to be put in the same group as my close friends. But I realized I can't always be with my best friends. Yejun and Ikhun drew a penguin and rabbit trapped by ice, and I drew a bird. And some unexpected things happened. But they passed over smoothly. I realized something as I drew this drawing. The more I draw my mind world, the more mind is emptied and the better I feel.

Appendix 35

Normal Tree

A 5th grade student

I want to be a normal tree

A tree that has nothing

I want to be a normal tree

A tree that greets everyone

with an empty mind

Apple Tree

A 5th grade student

I want to be an apple tree

And give apples to many people

To a poor person

I want to toss them an apple

And sometimes provide the cool

shade

When birds come

When butterflies and bees come

And children

I want to spread my branches

And be a tree that welcomes all

When beautiful flowers bloom

And delicious fruits ripen

A tree that is not jealous

I want to be that kind of tree

And sometimes be a bed

And be an apple tree

Loved by people

Even if I lose all my apples

I want to be a happy apple tree

(pictures of students poems p. 35)