

Improvements in Peer-Relationship via Maum Meditation

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ABSTRACT

This study is about observing the changes of the attitude in peer-relationship between first-grade students via the method of level 1 of Maum Meditation.

The meditation of throwing away the memorized thoughts had been executed to the first-grade students with various means, such as homeroom meditation, after-school meditation, individual meditation, small group meditation, action meditation and activity meditation. In addition, they were guided to throw away the emotions attached to the memorized images in chronological order. Twenty topics were chosen and they were guided to throw away the attachments or emotions, through the guidance and activities. The following changes were observed.

Overall, the first-grade students have become bright and flamboyant, and their peer-relationships have become amicable as their consideration and regard for others have grown. They came to participate in the class activities pleasantly, without arguments or fights. Furthermore, inattentive behaviors of the students have been cured and concentration has improved. Furthermore, the positive self-esteem has been built. They came to have a good relationship with the peers and grew the gratitude towards their parents or teachers. Some students said their mind became lighter, and violence and migraine have disappeared. A child who suffered from the allergy no longer had its symptoms. The pretentious attitude disappeared and their mind widened so they could understand and embrace their parents with comprehension.

Keywords: meditation, throwing away the mind, elementary students, peer relationship

I. Introduction

1. The Need and Purpose of the Study

Today, many parents and educators point out the climate that our education solely focuses on the intellectual development, which disregards and neglects sentiment, and also the absence of humanity education and sentiment education. (Koo, Gwang-hyun, 1998)

The time of children's elementary school is the development stage of being emotionally and socially undifferentiated and the time that adults' proper education and cares are required. But at the same time, it is an important time that the living habits and learning habits are formed throughout the lifetime. In particular, the development of their inner self influences the children's personality development and social development, therefore, the effective supervision about this is required.

The intelligent quotient takes 20% of the factors leading to the success of life and the remaining 80% is resulted from other factors. Recently, the discussion that the satisfaction and efficiency of life are higher for those with well-developed sentimental ability is undergoing(Moon, Yong-lin, 1996). The sentimental intelligence enables people to have the stable status of emotion and to have the motivations in their life, gives them the energy to overcome despair, controls their spontaneous emotions, and can be regarded as the ability to empathize others and to consider others.

Thus, it is said that various programs of education are required to improve the sentimental ability along with the intellectual education, in order to raise children who appreciate their ability, feel stability in their social relations, while challenging and

succeeding in their learning at schools.

The junior students of elementary schools are in the state of being undifferentiated. Therefore, their expressions are straightforward and simple, which means most of the time, they tend to become very angry at trivial matters, interpret everything with their self-centered thinking and ascribe tattling and negative responsibility to others. Students, who are active and daring to express themselves, confidently assert their opinions. On the other hand, passive students, who are dependent on students with leadership, are often unable to take a leading role and express themselves. It can be said that understanding others' emotions and expressing their feelings are formed from the peer relation, the foundation of interpersonal relationship. Seen from this aspect, the closely-related sentimental ability and peer relation develop in the inner selves of children, which enable them to adapt to the school life. Besides, especially for children who first enter the school life, the stability of peer-relationship would be very important for their overall school life and adaption to it. A special program is in need for fulfillment in the organic relation with peers, who tend to form a group with those who have similar characteristics or experiences, the ability to change the negative thoughts accumulated in their mind into the positive energy and understanding others. The studies about this had been undergone by practical needs, with various means such as discipline of social skills, training parents and teachers, reality therapy, self-development program, Gestalt therapy and meditation.

Among these means, meditation is the one of the individual disciplines that have been continued from a long time ago. Meditation enables one to regain his confidence and overcome his inferiority (Jeong, Tae-Hyuk, 1987), to manage stress as the body and mind relax leading to a better understanding about recognition and motivation (Kim, Jeong-Ho, 2000), and shows the effects of promoting the self-esteem by acknowledging

oneself as he is (Jeong, Hwan-goo, 2003).

Classifying various meditation broadly into intensive meditation and discernment meditation, this study was executed with the interest in one of the discernment meditations, throwing away the mind. The meditation of throwing away the mind refers to Maum Meditation founded by Teacher Woo Myung (1996), which could be applied even to elementary school students as it explicitly explains what the mind is and the method of cleansing and throwing away the mind is definite and systematic, which means it is easily approachable to anyone and the effects of meditation can be expected within a relatively short period of time.

2. Advanced Researches

Examining the advanced researches about the effects of the meditation of throwing away the mind, there are the research that medically approaches the principles of Maum Meditation with scientific data suggesting significant improvements were made(Jeong, Dong-myung, Lee, Sang-ryul, 2001), the research for the junior high school students which statistically verifies that anger, anxiety and apprehension had disappeared(Choi, Gyung-sook, 2003), and the research that has shown Maum Meditation conspicuously decreased the teachers' stress, anxiety, anger and depression(Jeon, Jin-gyung, 2004). Gwak, Jae-yong(2005) researched that the elementary school students' concentration and confidence have enhanced with application of Maum Mediation in their humanity education.

Accordingly, this study has begun with the implication that the meditation of throwing away the mind will effectively improve the elementary school student's peer-relationship.

Therefore, this study attempts to examine the effects of the program of throwing away the mind on the peer-relationship for the first-grade children, the beginning stage of the school life. This study has the aim to enhance the peer-relationship and have the pleasant school life by positively changing the sentiment capability through the development and application of the program of throwing away the mind.

3. Study Problems

Due to the aims stated above, the following is the study problems to be precisely solved through this study:

First, how does the program of throwing away the mind influence the peer-relationship between first-grade children of the elementary school?

Second, how does the program of throwing away the mind influence the sentiment capability of first-grade children of the elementary school?

4. Definitions of Vocabularies

A. Throwing away the mind

The meditation of throwing away the minds is referred to the method of throwing away and emptying out the mind, using the method of Maum Meditation executed by Maum Meditation that identifies the minds as the life lived and the body.

The principle of this meditation is based on the principle of Maum Meditation, and it is formed only with level 1, out of eight levels of Maum Meditation, as level 1 adequately enables the students to throw away the mind and it cannot take a large portion of its curriculum.

B. Peer relationship

In this study, the peer relationship is seen as the fundamental task of forming the social relationship by individual choices and choices by others in the group of children with similar environmental factors and experiences that corresponds to one to one, or one to many. Therefore, this term is used to refer to mutual faith and respect between students.

II. Theoretical Background

1. Peer relationship

Based on the function of the peers, the peer relationship is defined as a group formed by doing activities together, associating with the peers with the similar conditions, such as the age and interests, so it is defined as the relationship within the group that has significant influences on each other with the similar consciousness and goals.

2. The meditation activity of throwing away the mind

A. The concept of throwing away the mind

The meditation of throwing away the mind is the insight meditation and is to observe all of the actions with no specific intervention or judgment of any consciousness, escaping from the daily life that runs into problems from moment to moment. One comes to realize how much one's thoughts and judgments are influenced by the self's subjective prejudice and expectations, etc. and through this, one is enabled

to observe oneself and the world rather objectively without prejudices.

B. The principle of throwing away the mind

The meditation of throwing away the mind follows the principle and definition of Maum Mediation.

From the time you are young until now, you have been storing all of the experiences in your mind as images or pictures. From this point, they will be referred to the pictures. There are the pictures in the mind that come up vividly as if they are real when you recall the past events. The mind at that time is also stained in each of the pictures. When you bring up those mind's pictures and throw them away, the mind stained in the pictures disappear as well. The activity of throwing away the mind works accordingly.

The students had stored the pictures of the environment and experiences throughout their life and their current behaviors are determined by those pictures. For instance, a sixth-grade student, who hates his teacher as his teacher has favorites with a certain student, would see his junior high teacher with the prejudice that 'the teacher will have favorites'. As he sees the teacher's behavior with negative eyes, the relationship with the teacher would deteriorate. However, if he erases the mind's picture that his sixth-grade teacher had favorites, he no longer hates his teacher. In consequence, he ends up having a positive relationship with his junior high teacher. As another instance, gangsters hit and took a student's money and valuables on his way home, then he feels very afraid of passing that street. The mind's picture that he was hit makes him have fear, thus, he takes a long detour instead of a shortcut. However, when he throws away that picture, he gets to pass that street, a shortcut, as he did previously.

Likewise, when the pictures in the mind are thrown away, one by one, the negative mind disappears with the pictures. This enables one to live with the pure and innocent mind of infinity, like sky.

C. The educational effect of throwing away the mind

The aim of this study is to develop and apply the principle of Maum Meditation to the school curriculum. As explained above, using the principle of throwing away the mind, the program is to be developed and applied, which fits the first-grade students. The causes of the mind about the students' behavior caused from the school are apprehended and this mind is categorized. The main categories of the mind to be thrown away are listed. Because the behavior is an expression of the mind, the students' behaviors will change, without their own notice, as their mind is thrown away and becoming cleaner.

For instance, a maladjusted behavior, such as 'kleptomania', is the expression of negative mind, such as 'unsatisfied love from parents' and while growing up, 'desire for owing the things wanted' and 'lies to rationalize the self'. After guiding the students to find such negative minds on their own, they get to throw away those minds, with execution of 'throwing away the mind'. The change of their attitude can be driven, according to how much mind they have thrown away, by repeatedly throwing away the mind.

As for throwing away the mind, its scope and field can be determined according to which mind is found and erased. In other words, it could have the impacts in the education overall.

3. Throwing away the mind and the peer relationship

Throwing away the mind is the meditation activity that throws away the false minds that have been accumulated while living. Through this kind of meditation targeted to the children at the first stage of the elementary school, based on the recognition of the self's

emotion, self-expression is controlled, and the categories of emotional recognition – emotional expression, empathy, emotional control and emotional application, which are required to effectively and positively build the relationship with others – expand, and also the peer relationship and emotional capability could improve.

III. Study Hypothesis

This study has established the hypothesis, in order to verify which influences that the meditation of throwing away the mind has on the peer relationship of elementary school students, based on the theoretical backgrounds determined the above. The hypothesis is the following:

Hypothesis 1. The children who participate in the program of throwing away the mind will have improvement in their peer relationship.

Hypothesis 2. The children who participate in the program of throwing away the mind will have improvement in their emotional capability.

Hypothesis 3. The children who participate in the program of throwing away the mind will have improvement in the positive self-esteem and concentration.

IV. Methods

A class is selected from the first-grade of the elementary school and the study is carried out, in order to determine the effects that the meditation activity of throwing

away the mind, to which has applied the level 1 of Maum Meditation, has on the peer relationship of the elementary children. For the results of the study, the reality of pre-study and post-study peer relationships is examined and analyzed in attempt to verify its effects, by the means of the questionnaires, daily records of throwing away the mind, evaluations through portfolios, evaluations through the parents' responses and teachers' observations and evaluations.

1. Target

The targeted group was 32 students from the first grade of I elementary school, located in Incheon city, a chief school from the Personality Education Research Council of Incheon City Department of Education.

2. Design

In order to examine the meditation activity of throwing away the mind, the pre-study questionnaires and teachers' observations and evaluations were executed. From 2008 April to December, the meditation activity of throwing away the mind was regularly taken place, for ten to twenty minutes each session, in the morning activity classes, development and discretion classes and ordinary classes.

3. Tools

In order to examine the influences that the meditation activity of throwing away the mind has on the peer relationship of the elementary children, the tools used in this study

is the program of meditation activity of throwing away the mind, and the verification means are self-questionnaires, daily records of throwing away the mind, evaluations through portfolios, evaluations through parents' responses and teachers' observations and evaluations.

<Table 3> Main Contents of Throwing Away the Mind

Session	Theme	Main Content	Preparations
1	Knowing the concept of mind, by playing with paints	Getting ideas about the concept of mind with various kinds of paints	Clear bottles, red buckets, glass, paints, worksheets, pens
2	Knowing different kinds of mind by scratching	Expressing various kinds of thoughts by scratching	Crayons, drawing paper, scratching tools
3	Throwing away the mind with a book using newspaper	Solving the problems of mind using newspapers	Book cover, newspapers, markers, Black Hole
4	Understanding different kinds of mind through images	Expressing in words by seeing the pictures of different kinds of situations	Visual materials showing different situations
5	Going through the Black Hole made of fabric	Throwing away the mind by changing the perspective, from making up the universe	Black fabric, star stickers, drawing paper, crayons, non-woven fabric
6	Throwing away the mind, using balloons	Blowing the mind into balloons, changing them to bombs, and exploding them	Balloons, permanent markers
7	Putting the mind in planes or rockets and flying them	Drawing or writing the mind to be thrown away and flying them	Colored paper, plane worksheets
8	Beating them with a toy hammer	To beat and breaking it with a toy hammer when throwing away the mind	Toy hammers, desks
9	Making kites and flying the mind on kites	Putting the times when the friends teased me or when I teased them, and flying them	Kite worksheets
10	Expressing with mind screens or mind booklets	Expressing what has changed upon throwing away the mind	Screen worksheets, booklet formats
11	Throwing away the mind about the Mom	- Throwing away the daily happenings - Throwing away the times when I was scolded or complemented	Daily record of throwing away mind
12	Making worksheets bombs	- Finding the mind with brainstorming - Writing down the mind on the worksheet, crumpling it and throwing it	Worksheets, black bucket, daily record of throwing

Session	Theme	Main Contents	Preparations
		into Black Hole	away mind
13	Becoming ice cream to be thrown away	Imagine they became ice cream and go into the Sun	Daily record of throwing away mind
14	Throwing away the mind about siblings	- Recalling the fights and having fun and throwing them away - Throwing away the daily happenings	Daily record of throwing away mind
15	Throwing away the mind about the family	- Throwing away the daily happenings - Throwing away events of hatred and anger	Daily record of throwing away mind
16	Throwing away the mind about Friends (1)	- Throwing away the daily happenings - Throwing away events of hatred and anger - Throwing away events of being teased, teasing them	Daily record of throwing away mind
17	Throwing away the mind about Friends (2)	- Throwing away the daily happenings - Throwing away best friends and worst friends - Throwing away the events of seeing violence and being bullied with violence	Daily record of throwing away mind
18	Throwing away the mind about study	- Throwing away the daily happenings - Throwing away the events from kindergarten until now	Daily record of throwing away mind
19	Throwing away the mind about teachers	- Throwing away the daily happenings - Throwing away the mind about teachers	Daily record of throwing away mind
20	Throwing away trips	Throwing away the events of being happy or unhappy after having left home	Daily record of throwing away mind

4. Means of Verification

In order to examine the influences that the meditation activity of throwing away the mind have on the peer relationships of children at the first stage of the elementary school, this study has used the self-questionnaires, daily records of throwing away the mind, evaluations through portfolios, parents' responses and teachers' qualitative observations and evaluations.

A. Self-questionnaires

1) Questions and results (peer relationship, in percentage, 2008 November 24)

N=31(1moved away)

No.	Question	Always(%)	Usually(%)	Never(%)
1	Friends like me	71.2	17.2	11.6
2	I like friends	80.6	16.1	3.2
3	I easily go along with friends	65.1	28.4	6.5
4	It is fun to go along with friends	63.8	29.2	7.0
5	I feel bad because of friends	11.4	22.0	66.6
6	I think friends tease me	16.1	22.4	61.5
7	Friends bully me	19.4	19.4	61.3
8	I often tease friends	0	29.0	71.0
9	I bully friends	0	9.7	90.3
10	I envy friends	8.8	19.8	71.4
11	I easily yield in pair or group activities	68.1	21.8	10.1
12	My opinions are right in pair/group activity	6.5	38.7	54.8
13	Friends easily help me	58.4	31.9	9.7
14	I easily help friends	56.9	36.6	6.5
15	Friends envy me	9.7	32.2	58.1
16	Friends ignore me	6.5	6.5	87.1
17	I ignore friends	3.2	9.7	87.1
18	Everyone hates me	0	28.5	74.2
19	Everyone like me	35.8	48.1	16.1
20	I concentrate better on study as I get easy with friends	56.1	32.2	16.1

2) My characteristics towards friends, comparison between the pre-meditation and post-meditation (in percentage)

No	Question	Always(%)		Usually(%)		Never(%)	
		Pre	Post	Pre	Post	Pre	Post
1	Friends like me	37.2	71.2	40.2	17.2	22.6	11.6
2	I like friends	60.2	80.6	25.3	16.1	14.5	3.2

3	I easily go along with friends	45.2	65.1	24.3	28.4	30.5	6.5
4	It is fun to go along with friends	42.1	63.8	20.6	29.2	37.3	7.0
5	I feel bad because of friends	38.2	11.4	30.2	22.0	31.6	66.6
6	I think friends tease me	25.3	16.1	35	22.4	39.7	61.5
7	Friends bully me	35.4	19.4	36.2	19.4	26.6	61.3
8	I often tease friends	12.6	0	35.2	29.0	52.2	71.0
9	I bully friends	5.2	0	10.4	9.7	84.4	90.3
10	I envy friends	35.4	8.8	25.4	19.8	39.2	71.4
11	I easily yield in pair or group activities	32.2	68.1	20.2	21.8	47.6	10.1
12	My opinions are right in pair/group activity	29.4	6.5	40.2	38.7	30.4	54.8
13	Friends easily help me	23.2	58.4	25.1	31.9	51.7	9.7
14	I easily help friends	38.4	56.9	28.6	36.6	33	6.5
15	Friends envy me	12.3	9.7	29.6	32.2	58.1	58.1
16	Friends ignore me	20.4	6.5	15.6	6.5	64	87.1
17	I ignore friends	15.4	3.2	20.6	9.7	64	87.1
18	Everyone hates me	6.4	0	30.2	28.5	63.4	74.2
19	Everyone like me	25.4	35.8	38.2	48.1	36.4	16.1
20	I concentrate better on study as I get easy with friends	28.3	56.1	23.6	32.2	48.1	13.1

To sum up the overall survey results, the children have thrown away much mind, relative to the beginning of the year, therefore, they get along with each other more easily and pleasantly, due to significant reductions in crashes and conflicts between them (65.1%), which indicates the improvements in peer-relationship. They have a pleasant school life with the faith that they themselves and class peers like them (80.6%). In addition, they escaped from the mind that friends bullied them, which appeared at the beginning of the year, and 86.9% of these children changed their mind to that friends do not bully them, so they have a good relationship with one another. Over 90% of the children responded that they do not bully others. In reality, they came

to embrace and understand friends and thus, they no longer bully them. By becoming to have relaxed and positive mind, they seem to feel joyful in everything and actively participate in the group activities with peers. They even voluntarily help each other and have enhanced self-esteem (71.4%), so it is observed that they became attentive and confident in every activity by forming the positive sense of the self. As annoyance and anger have disappeared, they came to have comfortable and large mind, which has improved the overall relationship with friends. Therefore, they get to concentrate on the learning activities as well, leading to a lessening of a gap between individuals' academic grades. The results of enhancement have been observed.

B. Parents' Responses

1) The parent's observation and evaluation (case 1)

	Before throwing away the mind	After throwing away the mind	
		Semester1	Semester2
PARK	<ul style="list-style-type: none"> -Easily get annoyed -Physically bother her father (Too bad behavior) -Hate studying (Only study when told) -Never want to hear nagging -Often talk back to her mom so get told off and scolded 	<ul style="list-style-type: none"> -Less often become annoyed -Not bothering her father, only expressing affection (from being dynamic to being still) -When bored, used to bother parents, but now find what to do by herself and enjoy it, e.g. reading a book, making something 	<ul style="list-style-type: none"> -Seldom become annoyed -Get prepared, schedule her time, study by herself -Like to do errand -Seldom say she's bored. But when she says so, her dad plays with her -The relationship with her friends becomes even better
	Before throwing away the mind	After throwing away the mind	
		Semester1	Semester2
(no)	-Often have conflicts with	-Become calm	-Become more confident

siblings)	friends so fight with them -Make excuses upon errand -Have severe allergy, rashes over the body and even face. Take large amount of liquid drug and tablets twice a day	-Like to read books -Tidy up well and do everything on her own -Accommodate friends (esp. SM) and be close to them -Become patient to hear nag -Focus on practicing the piano, improve the skill more although she does not practice as much (5 times) -Have changed positively a lot	(study, sports, art, music) -Just have the thought that she can do everything, anything -Allergic symptoms got better. Drug dosage has reduced. (no intake of tablets and a quarter of the amount of liquid drug) -Have a relaxing, joyful, pleasant school life
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2) Parent's observation and evaluation (case 2)

	Before throwing away the mind	After throwing away the mind	
		Semester1	Semester2
HAN (younger sister 1, working parents)	-Not looking after her younger sister, be lazy to do so (fighting with her often as she wants Han's stationary, toys, etc. arguing over TV channel change) -Cry easily over trivial matters, feel bad about them -Not being able to prepare for school -Not eating well -Making excuses for not going to the piano lessons, being absent	-Look after her younger sister well, play with her by drawing, reading a book, etc. -Cry no longer over trivial matters, and express herself confidently -Say what she needs for the school and prepare them in advance -Eats food, being not picky and tries not to make leftover -Her piano teacher complements her with being a hard-worker at the piano lessons, and she becomes punctual to the lessons -Seldom fights with her	-When her sister wants her things, she says yes unless it is dangerous -No more fights over TV channel change and she tries not to watch it too long -She asks her parents if she could play the online games, and tries not to play it too long -Instead of pestering, she collects her pocket money and buys what she needs by herself -She waits for her mom, not crying, although she

	<p>several times</p> <ul style="list-style-type: none"> -When mom and dad are away, she sometimes plays the online games -Pester for something she wants when shopping -Sometimes cry that she wants to see her mom, when mom comes late from work -Class peers tease and bother her so she fights with them -Try to do the work in her way only during the group activities -Feel shy to talk to a friend first, so have few friends 	<p>friends and even get to yield for others</p>	<p>comes late</p> <ul style="list-style-type: none"> -She does not sleep late in the morning and has a breakfast -No longer pester for sweets. Even when she eats sweets, she brushes her teeth after -Tidy her clothes up -Friends no longer tease nor bother her, so no more fights -Get to listen to friends' opinions first in the group activities -Get to have many friends as she talks to them first and get closer to them easily
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3) Parent's observation and evaluation (cases 3~5)

	Before throwing away the mind	After throwing away the mind	
		Semester1	Semester2
KIM	<ul style="list-style-type: none"> -Get distracted and walk around during the classes -Cannot even sit still for 30 minutes, and get irritated, hate to, and cannot read books -Get scolded often at home and school -Be against his older sister 	<ul style="list-style-type: none"> -Do not walk around and tell his mom at home that he tries to sit quietly and listen to the teacher more carefully than before -Make himself determined to read a book 30 minutes a day -Do not say he does not want to go to school and get 	<ul style="list-style-type: none"> -Gradually get adapted to school life perfectly -After school, when he comes back home, he is so happy that he didn't make a noise, fight with friends, walk around during the class nor get scolded by the teacher, and

		adapted to	
	Before throwing away the mind	After throwing away the mind	
		Semester1	Semester2
Older sister 1 Working parents	and often fight with her -Do not like to go to school and make excuses with fake actions -Get a complaint from other kids' moms that he teases and bothers them -Hang with his friends even long time after school finishes, cannot control himself	to the school life -The relationship with the friends improves a lot -His frisk is of less frequency	tells mom to complement him -His school life has changed a lot compared to its beginning -Feel joyful and excited to go to school -Read textbooks by himself to prepare the final exams -Seldom fight with his friends and do not hang around till late -Mom is proud of him as he does what to do and refrains what not to do, on his own
KANG Younger sibling 1	-Frequently get angry and fight -As an eldest kid, she thinks her love was taken away by her younger sibling (envy, jealousy, hatred to her mom) -After being scolded, she feels troubled and hardly becomes cordial -Become distressed due to a fight with friends -She feels that she has to do well to keep up with mom's expectations	-As doing the activity of becoming ice-cream, she seems to learn to throw away bad mind and the mind that she hated and was hurt -After throwing away the mind, she says she is released and looks much brighter -She says that herself has become clean -Become earnest -I, as mom, can just talk to her, instead of scolding her. So I will often try this method.	-Be angry and whine less frequently -Even after being scolded, she throws it away and becomes bright soon -Have a thorough relationship with friends and also with her sibling whom she is considerate -When something hurts her, she soon throws it away and she seems to forget it and let it go -Soon after, she seem to be filled with good feelings -She rather looks relaxed and also says that throwing

			away the mind makes her refreshed
KIM	<ul style="list-style-type: none"> -As he sleeps late, he feels difficult to wake up in the morning -With lack of concentration, he cannot sit long at a desk -Frequently have crashes with his friends 	<ul style="list-style-type: none"> -Start to have habit that he finishes his homework as soon as possible in the evening -Sleep earlier, not watching TV, so manage to wake up early in the morning 	<ul style="list-style-type: none"> -Maybe because he gets to think once more from a friend's side, conflicts with friends lessen -Concentration improves and once he starts something, he tries to finish it.

C. Teachers' Qualitative Observations and Evaluation (the entire class)

Topic	Beginning of Year	End of Year	Reference
Peer Relationship & General Behavior	<ul style="list-style-type: none"> -If peers get over their personal boundaries, or don't get along with them, they fight straightaway. -Have little interests in friends, and don't help each other -Many children tease and bother friends during break times -Specific children (SB, HJ, SM) are targeted for bullies and a number of children bully them -Frequent conflicts in opinions during group activities 	<ul style="list-style-type: none"> -Interests in friends develop thoroughly, joyfully make actions by themselves -Teases and bothers significantly reduce -Give favorable interests in bullying and teasing children, and get along with them more often -Try to understand and help each other during group activities -Lend their belongings easily, help others by themselves, enjoy volunteering for the class, feel very joyful for school life (e.g. if a student finishes his work earlier, he 	Behavioral Development Evaluations

		voluntarily helps others) -Easily discover peers' positives, and give them compliment or prize	
	-Many children play with pencils, scissors or something unnecessary during the class -Over 40% of children distractedly walk around during the class	-Almost no children have distraction and are unable to sit at desks, "H" has improved his attitude a lot, and "S" sometimes walks around -In tests (e.g. chapter quizzes and	
Topic	Beginning of Year	End of Year	Reference
Improvement In Concentration	-Although they seem to listen to the teacher, they cannot actually focus on what the teacher says -In Korean (reading) classes, they have poor understanding in teachers' questions -Unable to focus on and understand about how to participate in the class activities	final exams), they are academically outstanding overall (Class average of 90's in Korean and Mathematics; first place in the Year) -Understand and yield between group members, so participate in activities with no conflicts -Listen to and focus on Teachers' questions, and understand them quickly	Result/Report Of Academic Achievement
Positive Self	-Tend to seem to have negatives about the attitudes at schools and teachers (including parents) -Many children are not confident, care about others' eyes, compare themselves with others -Children often tell a	-Energetic and confident as they see themselves change positively -Almost no children think they are told on or teased -As their attitude becomes to try their best in any activities, the results are outstanding	Behavioral Development Evaluation

	<p>teacher that friends tease them</p> <p>-Lack of confidence in themselves</p> <p>-Lack of will to present in the class because they are passive or dispirited</p>	<p>-The class atmosphere is very democratic and lively, and the boundary between teachers and students disappears; therefore, the class have joy and delight as one</p> <p>-As parents' interests increase, it has positive influences in formation of positive self of children</p>	
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V. Results

This study was in attempt to examine the effects that the meditation activity of throwing away the mind would have on the peer-relationship and emotional capabilities of children at the first stage of elementary school. As throwing away the mind, which method of Level 1 of Maum Meditation was modified and applied to be suitable for first-grade children's development, was guided regularly from April to November, repeatedly, the following is the change of the children's mind:

1. Change in Peer Relationship

As the result of questionnaires conducted after eight-month meditation of throwing away the mind, the significant changes were observed in negative mind and behaviors, evident from 0% of teasing, bothering and repulsion between peers. They recognized themselves to have become warm-hearted, and the relationships with peers and others

have positively enhanced by significantly improving embracement for others and self-esteem. In addition, the improvement in peer relationship has consequently become an opportunity to participate in the school life positively and actively.

A. Change of Mind about Friends, Observed through the Daily Record of Throwing Away Mind

- My bad mind became warm.
- My bad mind changed to kind one.
- I feel refreshed. I feel good and fresh. I want to continue doing it.
- It is good that I feel refreshed. I feel calm. I feel comfortable in mind.
- After throwing away the mind, the bad mind disappeared.
- I wrote down good friends and also bad friends and threw them away. So I feel good.
- My mind is light and clean.
- The false mind disappeared and only the real one remains.
- I calmed down. I feel fresh.
- I forgot completely that I hit friends.
- I suddenly feel so good and relaxed.
- I feel like the memories are just gone.
- The mind about hatred disappeared.
- The mind of my memories disappeared. I feel so fresh like I have a very light body.
- I feel fresh and my mind about friends got better.
- I feel like my bones are lighter and my mind is completely empty. The hatred about being the yellow belt in Taekwondo disappeared.

- At the beginning, I didn't like and couldn't be bothered doing it. After throwing away the mind, I became energetic and my mind became pure.
- Being teased disappeared.
- As my mind became clean, I feel good.
- I feel like my mind is just emptied and so open.

B. Changes in Attitudes by Place, observed through the Mind Booklets

1) At home

- I fought with Minwoo (my younger brother) often, I didn't lend my coloring pencils to Minwoo and didn't let him touch my belongings at all.
After throwing away → I don't fight with Minwoo, lend my coloring pencils to Minwoo and let him touch mine.
- I expressed irritation to my mom a lot. So she just scolded me.
After throwing away → After I threw away the mind, I fret my mom and dad less often. My mom doesn't scold me as much.
- I sometimes fight with my younger sister. I couldn't be bothered to study, I was not confident, could not sit straight, was not brave, went out with a messy room, I even sometimes did not listen to my mom and did not help her clean.
After throwing away → I do not fight with my younger sister, study hard, am confident, sit straight, can confidently express what I could not before because I was shy, I go out and play after tidying up my room, listen to my mom well, and also help her clean.
- I did not have appetite and did not enjoy playing that much.
After throwing away → When eating, I do my best in eating. When studying, I do

my best in studying. When playing, I also do my best in playing joyfully.

- I fought with my older brother, bothered my younger one, and often made troubles.

After throwing away → I do not fight with my older brother, do not tease my younger one, and I am no longer in trouble.

- Before throwing away my mind, I was irritated.

After throwing away → As I threw away the anger and irritation, I no longer get irritated.

- When my mom was away, I used to play with Nintendo and a computer, and also watch TV.

After throwing away → I don't play with Nintendo or a computer. But I still watch TV sometimes.

- I had a war over pretty clothes with my sister every morning. Then, I felt bad all day long and wanted to pick a fight with her.

After throwing away → After I had something bad with my sister, I get rid of the bad mind by throwing away the mind.

- My mom gave me money for the preparation for school. But with the change, I bought a pastry and ate it.

After throwing away → My mom told me to give her back the change, but I honestly told her that I used it to eat a pastry. She forgave me.

2) At Academic (Tutoring) Colleges

- I played with my friend in a room, but did not let other friends enter this room and did not tidy up the toys.

After throwing away → While playing with my friend, I also play with other

friends and tidy up the toys together.

- I felt tired of playing the piano. So I wanted to quit the piano lesson.

After throwing away → Playing the piano became fun like before.

- I pouted and told the teacher that I could not draw this, could not speak loudly, felt uncomfortable, was not confident, did not listen to the teacher sometimes, bothered the teacher a little, and told the teacher that I would not do it.

After throwing away → I do not pout, draw well, speak loudly, feel comfortable and confident, listen to the teacher well, do not bother her, and do everything that I was told.

- I was late for the college, and did not want to do homework.

After throwing away → Doing homework is fun a bit, and I am punctual at the English college.

- I fought with friends and teased the senior guys.

After throwing away → I no longer fight or tease others.

- I hated studying at the academic college.

After throwing away → I now can study at the college.

- Science was difficult. It was not fun. It was boring.

After throwing away → Science is fun and I can do it well. However, it is sometimes boring. But I feel good about it.

- I hated going to the piano lessons and practicing the piano. I wanted to go out and play.

After throwing away → I can play the piano better after throwing away the mind.

- I made noise. I just frisked with friends. I could not present in the class.

After throwing away → I present well in the class, so I received compliments and awards.

3) At School

- I frisked with friends so was scolded.

After throwing away → I became quieter than before. I prepare for the school and try hard for homework.

- When my friend borrowed my pencil and did not give it back to me or lost it, I was so angry that I wanted to hit him.

After throwing away → Instead of getting angry at that friend, I tell him nicely.

- I frisked with friends and play violently.

After throwing away → I became closer to friends and never hit them. After throwing away the mind, I do not frisk.

- I ran around at the school.

After throwing away → I do not run at all.

- I fought with Seung Min, became closer to Joon Min and broke up with him. I had quarrels with Hak Joon.

After throwing away → I get along with friends.

- I was slow in solving problems. And for mathematics, I was always confused.

After throwing away → Mathematics became easy and the school became more fun.

- I could not speak confidently. I could not study happily. My face looked so weak. I had a lack of confidence.

After throwing away → I confidently speak. I study with joy. My face looks very energetic. I am energized with full of confidence.

- At the beginning, I faked throwing away the mind so I made my enemies (friends).

After throwing away → Once I honestly threw away the mind, my enemies almost disappeared and my mind is at ease and comfort.

- During the group activities, I only did it in my way and did not lend my stuff to friends.

After throwing away → During the group activities, I listen carefully to other friends' opinions and easily lend mind to them.

2. Changes in Emotional Capabilities

They acknowledge their own or peers' emotions, and as they are able to appropriately control their negative sentiments and acknowledged sentiments, they now can express the emotions or feelings of their selves and others in appropriate words, behaviors, or facial expressions. In addition, they have come to accept other peers' emotions and have improved the ability of empathy, which they can recognize others' emotions; therefore, they can maintain good interpersonal relationships with the warm hearts and came to have altruistic attitudes, which they can understand and help the peers in bad circumstances. They have changed from being anxious and not confident to gaining confidence and being positive and active in all activities. As their concentration has improved, good outcomes were also observed in the academic activities.

<The Effects of Maum Meditation, observed through Throwing Away the Mind>

- I feel better. The relationship with my friends becomes better.
- I do not fight with friends and get along with them in harmony. My mind becomes good.
- I become closer to friends. I get to have confidence. My mind becomes clear.

- I do not fight with my brother, SM, and friends at the academic college. I do not quarrel with JM, do not break up with HJ and no longer make troubles.
- All the worries that I used to have disappear.
- My mind is at comfort. I get along with friends in harmony.
- When a friend was angry, I used to get angry as well. But after throwing away the mind, I start to have yield and kind mind.
- My mind feels great. I am confident, my voice becomes pretty, I wake up early in the morning and do exercise hard, and seldom lie to my mom.
- My mind becomes honest. I am obedient, do homework well, present in the class well, and as I always receive complements, I can try better, and I can make people around me happy.
- I no longer hate others, yield for others, and do not feel tired. I look after my younger brother and get to study well.

Likewise, every time they practice Maum Meditation, they could see the changes of their mind towards the friends. By repeatedly and regularly carrying out throwing away the mind by topic in the morning activity classes, development classes and ordinary classes, children erased the mind's pictures of seeing, hearing and experiencing that were stored in the body and changed to have the true mind, which has brought the positive changes in the school life overall.

IV. Discussion

This study was to examine the effects of the meditation of throwing away the mind,

finding and throwing away the mind, which had been modified and applied variously and interestingly to be suitable for the development stage of the first-grade children, the entry of the elementary school, for the means to improve the peer-relationships. First understanding the mind to be thrown away and analyzing the changes in the elementary children's peer-relationships and emotional capabilities upon the application of the meditation of throwing away the mind, it was pursued to promote the happy school life through amicable interpersonal relationships.

As a consequence of applying the modified meditation of throwing away the mind, targeted to one class of the first grade of the elementary school, for ten to twenty minutes nearly every day for eight months, the following is the discussion of the established hypotheses and the results of the study.

First of all, the meditation of throwing away the mind follows the principle of Maum Meditation, Inc., Mind Innovation Movement Center, and its method is the method of Level one, among eight levels. The students were guided to realize that the mind disappears and to throw away the mind. Due to the school curriculum, a large number of hours could not be given to this activity and even with level one, the mind could be thrown away; thus, it was constructed with level one.

As for the established hypothesis whether there would be effects of the meditation activity of throwing away the mind on the peer-relationship of children at the entry stage of elementary school, the meaningful results have shown. This corresponds to the claims that the meditation activities were effective in the peer-relationship and changes in the emotional capacity, by Gwon, Gap-Soon, Ahn, Gyung-Sook, Kang, Min-Sook, Bin, Gyung-Nam, Cho, Hyun-hak(2004) and Gwak, Jae-Yong(2004).

Seeing that the meditation activity of throwing away the mind has brought the improvements and changes in the peer-relationship and emotional capabilities, it can be

said that the implications that throwing away the mind gives are significant. As the meditation activity of throwing away the mind has shown meaningfulness as means of improving the peer-relationships and personality education, vigorous researches and studies are required in order to apply it to schools in practice.

In this study, due to the application of the meditation activity of throwing away the mind, it has been verified that the mind can be thrown away. It has enabled the students to throw away the mind of attachments that had bothered them. In turn, it has helped them to have the bright and positive school life. Therefore, the meditation of throwing away the mind must be integrated to the school curriculum and adopted to the personality education and guidance counseling for children..

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