ABSTRACT

We humans live today lead sedentary lives of the information age. It is a lifestyle that is becoming increasingly complex – a management challenge for each of us, individually, for young people and the field of education in particular, and for organizations.

Modern science is now becoming aware that our internal lives are also very complex. This inner complexity involves our bodies and our minds, and there is an intimate interrelationship between the two.

The change from our hunter-gatherer past to our present lifestyle, has caused a dramatic change from a physical lifestyle to a mental one. This change has had some dramatic negative effects on our physical and mental health.

This new situation provokes the need for a new response to these problems: a radical approach to managing the mind and body and its relationship to an ever more complex world.

The basis of this new approach can now be grounded in modern scientific research, which is creating a new agreement within the scientific community that what effects the mind effects the body and vice versa; and that the brain is continuously adapting to the environment. Leading to the conclusion that physical education can also educate the mind.

This mind-body management education (MBME) program is a multi-dimensional approach. Firstly it addresses the physical challenges humans now face. Secondly, by applying the findings of modern research, it is also able to address the mental challenges of today through the body. And lastly, by including the understandings of self-development theory, the program has been designed particularly to help people respond to an increasingly rapidly changing world.

Mind-Body Management Education - Interdisciplinary Approach

The fundamentals involved in creating the MBME program involve an interdisciplinary approach, which combines physical education, psychology, management theory and the science of education learning. The critical aspect of this is to benefit from the current scientific research which raises the interesting possibility of being able to influence the mind through a physical intervention, rather than approaching the mind
directly, and in particular address the split between the body and the mind that has been the outcome of the sedentary, mentalized modern civilization.

- **The physical -movement education** aspects included ensuring the program provided sufficient physical exercise for people with a sedentary people lifestyle, utilizing a variety of physical movements that would engage the whole body.

- **Psychological consideration** point of view the key step was to use bodily movements to create psychologically measurable changes. Of particular interest is whether it is possible that different bodily movements might produce different psychological changes.

- **Management theory** was central to the understandings behind this study. The key requirement of the modern world is the ability to not only manage change, but even to love change, and be able to change ourselves. Management theory creates an image of an ideal team member in a 21st Century enterprise: a relaxed, flexible, balanced individual, who changes easily, and stays calm in the midst of every crisis.

- **The science of learning education** was the fourth element that was synthesized into the MBME program. It was important not to just “teach” a new movement program as part of a mind body intervention. More important was to create the environment in which people could learn how to respond to their own bodies, how to discover the best movements for that body on that day. The idea was to encourage the participants to see the body movement program as a journey of learning about themselves, and in particular, learning the process of development is in the hands: to give them the sense self-esteem that naturally follows such a process of self-development.

This study of MBME (Mind-Body Management Education) program accepts a common sense approach that “self-development” is a natural part of what we can call “maturity,” which can happen to people during their lives – is desirable.

Clearly, self-development involves both the mind and body of the individual, and this thesis follows the original Eastern understanding, and current Western scientific understanding, of the unity of the mind and body. We are all aware of how the mind affects the body. But less well appreciated, changes in the body will affect the mind. From these perspectives, the mind and body are totally interdependent entities. The state of our minds affects our bodies – and vice versa.
The Mind-Body Management Education (MBME) is designed to provide participants with a physical movement program that includes the following qualities: flexibility, awareness, balance, breathing, beauty and grace. The hypothesis for this research project is that if an individual can learn to develop these qualities in their bodies, this will help them develop the same changes in their minds and their behavior.

* * * * *