



i.b.mee's Purpose – WHY i.b.mee?

Written by Meg Hanshaw Ph.D.

In today's U.S. society, we are having major challenges in our education and health systems. This does not mean that the people involved in these systems are not caring and hard-working, but that the systems around them do not give them the opportunities to make the changes that are needed. The challenges that are occurring are not because the government, administrators, and doctors do not want the best for our people, it is because the information that they are using to create our systems is outdated and out of touch with today's new world. We all know that you cannot change the problems of today using the same paradigm that created them.

Educational Challenges

Our educational paradigm mostly has created a lack of teacher and student empowerment, unbalanced daily routines, unhealthy students, and massive high-school drop-out rates. Our students' hopelessness about their worthiness and contribution to a failing world, and their inability to be resilient to life challenges are silently becoming the norm. For most students, schooling is a vale of shame and disconnection.

We still teach our students in an assembly line system that was developed at the turn of the 19th century. In this model, large groups of students mostly listen, regurgitate facts, are not allowed to fail, and are categorized into obvious groups of "smart" or "not-so-smart". It is normal for students to stand in lines for many minutes not being allowed to talk or rarely have a say in what they want they learn. It is now more common for students to sit in desks, in front of tvs, video

games and computers for hours at a time over going outside to play, volunteer or work. We “herd” our students into “troughs” of learning by age groups and test scores, cipherring the “brightest” students in the most promising direction, the middle-of-the-road in whatever direction they can fit, and the lowest rated drop-out or barely get by.

The U.S. uses extrinsic rewards, primarily testing, as the main methodology to motivate students to learn, hold our teachers accountable for teaching, and to “prove” how our U.S. students compare to other nations’ students. In fact, the U.S. spends more on educating their students than just about any country in the world, yet according to educational sources, our schools have some of the poorest standardized test scores. <http://mat.usc.edu/u-s-education-versus-the-world-infographic/>. It is unfortunate that we evaluate the efficacy of our school systems based on test scores. Evaluating student, teacher, and school success based on standardized testing is not effective.

Our teachers are one of the most abused professions in the history of our planet. The average first year public school teacher makes about \$35,000. They are usually responsible for 20-60 children every day. After school, a few hours of grading and preparing for the next day’s lesson must occur making the average day for an effective teacher about 10-11 hours/day. There is little time for personal creativity, innovation, and living a healthy life. Teachers are held accountable for having their students ready for standardized testing and they must teach a certain amount of curriculum every week or else their students will not “make the grade”. Many teachers fear they will be fired if they don’t get their students to do well on standardized testing. At the same time, there are so many ineffective or burned-out teachers in our system already, that thousands of students have less than acceptable support in becoming an academic success in the current system. And there is not much we can do about ineffective teachers that are in a teacher’s union. They are here to stay until retirement. How can we sustain healthy, happy and confident students if their mentors don’t have trainings and environments to feel healthy, supported and successful in their endeavors?

Overall, our current educational paradigm is inherently designed to shut down creativity & innovation, stifle intrinsic motivation and perceived control, and

cause a back-lash of discipline, classroom management and teacher/student stress and burnout issues. Only those students who learn to “play” the system move forward, but at what cost? **Are they truly innovators, self-thinkers, healthy, balanced, and confident decision-makers ready for the new and changing world?**

Health Challenges

Equally disturbing, is that the U.S. is one of the richest countries in the world, yet we rank 29th for life expectancy. We spend more than twice what other countries spend per capita on health care yet America’s healthcare system ranks 37th in the world.

“Chronic diseases affect 133 million Americans. That means in the average family of three, at least one person has a chronic disease. We are seeing an epidemic of autoimmune (24 million Americans), allergic (50 million Americans), and asthmatic (30 million Americans) diseases in this country. In addition, 20 percent of Americans (about 60 million people) have irritable bowel syndrome. In fact, the rates of nearly every modern disease—[autoimmune diseases](#), allergic diseases, digestive problems, heart disease, cancer, obesity, [diabetes](#), and dementia—are increasing. One in three children born today will have type 2 diabetes. One in two people over age 85 will develop dementia. These problems are increasing in the population at a dramatic rate. And they affect everyone, either personally or through the suffering of someone close to them.”
www.drmarkhyman.com

Unfortunately, not much has changed with our children’s health statistics in the last 10 years either. Chronic diseases are on the rise for just about all ages, gender and races. A vast majority of children are so unhealthy physically, mentally, emotionally and spiritually that their poor health is standing in the way of their confidence, worthiness and feelings of success and they don’t even know it. Our children eat foods mostly made of simple sugars and carbohydrates... processed food. This occurs because of the foods inexpensive cost, lack of education about healthy eating, lack of the availability of healthier foods, increased media exposure, food addictions to the unhealthy food, and a lack of integrity in our food system.

In addition, our students find themselves on a daily basis living sedentary lifestyles, lacking control in their life, having poor connections with care-givers, and being subjected to unhealthy cultural and societal norms (smoking, drinking, drugs, etc). Specifically, our “normal” ways of being during the day have created no time for living a life that promotes good health. It has created a system of “high standards” and “too much to do” which have been shown to decrease perceived control, increase shame, disconnection, and stress, and as a result, deteriorates health.

Some startling health statistics for our children include:

- In 2009, more than 3.6 million children were the subject of at least one report of child abuse from a care-giver at home. <http://www.acf.hhs.gov>
- only 50% of U.S. young people 12-21 year regularly participate in rigorous physical activity; 25% report no activity at all. (Nesmith, J.D.; Pediatrics in Review 2001; 22; 147-52)
- 21% of 2-5 year olds, 36% of 6-11 year olds, and 34% of 12-19 year olds are overweight. (NHANES, Ogden CL, et al. JAMA 2010; 303: 242-249).
- 19% of 6-19 year olds are obese (2010, CDC)
- One-third of teenage boys consume at least three 12-ounce servings of soft drinks daily (2010, USDA)
- 1 out of every 400 children have type 1 diabetes and among new cases of childhood diabetes, the proportion of those with type 2 diabetes ranges between 8 percent and 43 percent (2010, CDC)
- 7.1 million (9.6%) have asthma (2010, CDC)
- 5.3 million (8.6%) have ADHD (2010, CDC)
- Highest cancer (leukimia) incidence rate (8.7) is found among children aged 1–4 years (2010, CDC)
- Of the 15 leading causes of death in adults in 2007, the first three were chronic disease which can all be prevented with practicing a healthy life. A healthy life must first be experienced by children in order to increase their chance of making it a habit and taking part in a healthy life later on.

1.1) Diseases of heart (heart disease)

1.2) Malignant neoplasms (cancer)

1.3) Cerebrovascular diseases (stroke)

There is also evidence that the unhealthy ways in which we are living as a society are not only breaking down the child's body, but their mind and spirit also. Every 29 seconds another U.S. high school drop-out occurs. There were 100,000 at the end of the 2011 and 40% of the typical freshman class will leave by their senior year. Drop-outs are eight-times more likely to go to prison. There are 2,300,000 inmates in the U.S. and 40% are high-school drop-outs. In 2007, suicide was the third leading cause of death for young people ages 15 to 24.

Of every 100,000 young people in each age group, the following number died by suicide:

- Children ages 10 to 14 — 0.9
- Adolescents ages 15 to 19 — 6.9
- Young adults ages 20 to 24 — 12.7 (National Institute of Mental Health, 2010)

In addition and most importantly, there is a missing link in our educational system, -teaching children about the body-mind connection. Children need to be taught the power of the self-healing capabilities of the body and how the body-mind connection can lead to a life of positive health and success. It is imperative that body-mind connection curriculum is taught at an early age to decrease the occurrence of chronic diseases and overall healthcare costs. The skills and attitudes developed early will help students understand the messages their bodies are telling them (intuition), and be able to make clear decisions in all areas of life.

Success Challenges

Another major issue that is affecting our society is the uprising of the American value of consumerism which creates a system where "success" is to have more

and the best of everything. As a result, individuals are finding themselves being about all work and no play just to get more, different and better. Thus we are not only losing our passions and health, the world is losing its sustainability.

When looking at our history as an industrial nation, our systems have taught us to focus on outcomes. We were taught this value or mindset from the media, stories, and by our parents, teachers and mentors. The underlying theme has been to do “whatever it takes to GET the best outcome”, get the best grades, win the most games, make the most money, get the best clothes, get the best job, get the best house, best kitchen, best body, best dog, and the list goes on and on.

What do we get, when we only focus on the prize? We GET a thing. Once we get the end thing, then it creates a cycle of going on to the next best thing to get, and as a result, we work, work, work seemingly endless hours to get another outcome. Our worth and confidence become based on “the thing”. When we focus on gaining more things or outcomes it is a way that we can avoid any negative feelings or beliefs we may have about ourselves.

For example, focusing on grades is focusing on the outcome. When the goal is the A, we lose sight on the process of learning, who we are as we are learning, why we really need to learn something, and how we know that we really have learned “it”. When we get the A (or F), we don’t care about if we really learn and use the material, and we move through life consciously and unconsciously defining our existence on how “smart” or “good” we are based on that A or F. Our identity becomes the A or F. If I get an A, I feel good, if I don’t, I feel bad or shameful.

Even more disappointing is the fact that to earn an “A” is different for every class, teacher and test. Many tests made by teachers are not valid or reliable which means the information regurgitated on the test usually is not relevant to actual skills in life. Students must learn how each teacher makes up their tests to make better grades, and teachers can grade subjective exams (short answer and essay) differently for different students depending on how they feel about the student.

Thus, the outcome is not what is most important. When we focus on the outcome, flow is nearly impossible to experience. As a result it is difficult to

experience fun and enjoyment of the activity. Focusing on outcomes and not the process creates stress, poor performances burn-out, frustration and quitting.

The longer we base our school system on outcomes, the more we see it failing our students and teachers.

It is important that we realize that we are missing out on the most important aspect of life when we focus on outcomes. We are missing the thing that really makes us feel good, ...the unfoldment, awareness, and acceptance of being “me” while doing the things that lead us to the outcome. When the focus is on this and an individual becomes *unattached* to the outcome, it leads to self-purpose, peace, fulfillment, and true success no matter the outcome.

Overall, we know that focusing on the process is where the joy, passion and happiness will be and as a result of this, positive health will prevail.

Conclusion

Our society has not set up our societal systems to help individuals succeed in practicing the process of being healthy or truly experiencing the power of learning. The respect for the process of developing student’s who truly feel confident about their minds, bodies and spirits has been disregarded. When we leave this process out, they lose their connection to themselves and others and become less resilient in handling life’s challenges. Their stress increases to a level where their physiological, emotional, and psychological systems begin to break down creating an onslaught of early prevalence of chronic diseases, depression, and hopelessness.

We cannot ignore this anymore. Our statistics and behaviors in our society today are screaming at us to make monumental changes within a different paradigm. The current educational and health systems are stressing out our teachers, students, doctors, nurses, patients and employees. Our industrialized nations cannot solve the poor health and educational epidemic with the same footprint and paradigm that brought us into it.

i.b.mee. believes that it will take a new healthy, empowered, educational paradigm to change these challenges. It will entail a shift in focus in how students and their mentors work together to learn, a shift in how they connect to their own thinking, feelings, and actions, and a shift in how they define and feel successful in school, work, home, and in the world.

i.b.mee answers the questions: What is the process of a truly intrinsically-motivating educational system; one that students can't wait to wake up and go to? What is the process of having good health? What is the process of finding success and happiness in our new world?

iBmee is leading the Empowerment Education Revolution. We are setting a new standard to what it means for students to feel the freedom, confidence and skills to live their highest and healthiest vision for themselves, their community and their world. When individuals are a part of Empowerment Education, feelings of true success no matter their life circumstances, occur. Life becomes a process of living what is really important with ease and joy, and not a process of "proving", "getting" and "being stressed".

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