

RAJA-YOGA-MEDITATION IN PRACTICAL APPLICATION IN PROFESSIONAL AND PRIVATE LIFE

HansOberressl@t-online.de

Ravensburg, Germany

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Since the beginning of my spiritual life (1982), I had the pure desire to bring spiritual knowledge into practical application in professional and private life, but I had to have a lot of patience until I could have good results. It was in the middle of the nineties, Raja-Yoga-Meditation and spiritual knowledge slowly began to grip me practically.

THE PROFESSIONAL CHALLENGES:

I was a remedial teacher for students with various severe disabilities. First and foremost, I dealt with speech difficulties, including stuttering, dysgrammatism, mispronunciation (stammering), autism, mutism (refusal to speak), ADD (attention deficit disorder), often combined with hyperactivity (fidgeting), and mostly severe reading and spelling difficulties (LRS), as well as behavioural disorders (the most stressful for the teacher), learning disorders, including memory difficulties, and so on.

When the pupils came to me in combined classes 5-6, most of them had already had four to six years of therapy - starting in kindergarten. At this main school level, they were considered to be "out of therapy". There were therefore no longer any expectations of a profound improvement in such a way that they would one day be able to attend a mainstream school. After this combined class 5/6, the students therefore normally continued to receive special schooling until year 9 at Secondary school. For this, they moved to another location.

All the pupils had PERSONAL DEFICITS, first and foremost a severe lack of self-confidence. From the very beginning of their language learning at around the age of two, they were given the feeling by their parents and later also by their teachers that there was something wrong with them, that they were not good enough, that they could not speak and learn well. They had obviously experienced very little love for themselves. This is why **PERSONAL EDUCATION** and the formation of values took centre stage, especially the development of **self-confidence**.

FIRST STEPS OF SOLUTIONS

My academic training at universities lasted seven years. However, the methods I learnt were not enough to overcome the challenges I mentioned.

One day I realised that the students' behaviour depended on my own stability. If I was in a good and stable mood, the pupils reacted in a calmer and more concentrated manner; conversely, they reacted in a more agitated and undisciplined manner. As soon as I entered the classroom, I could immediately read my mental state from the pupils' behaviour; I called this "**my learning to read**". I emphasise this because this "**reading**" is generally an important "**transformation tool**". The buddhists speak of mindfulness. So I learnt to observe mindfully what my environment was doing to me internally. As a result, I first turned my finger towards myself instead of pointing it at the students. In other words, when I felt anger or something else something unpleasant "jumped out" at me, I tried 1. to realise it and secondly to correct the recognised deficiency in myself. Of course, there was no lack of consistent correction of

negative pupil behaviour, but this had to be done without anger. Self-reflection was not only difficult at the beginning, but often also very painful, as I was constantly mirroring my own weaknesses.

Consequently, I practised daily early in the morning to maintain a stable constitution through intensive mediation and the study of spiritual knowledge. All of this was then applied at school in the form of strength, love, tolerance and detachment. There were pupils who had major conflicts on the bus and in the playground every day. It was a challenge to remain stable. After I subsequently applied basic transformation principles with increasing success, my path became more and more secure. Many things were tried out and what didn't work was left out. However, my own stability alone was not enough, the students had to be included in Baba's (Gods) energy.

HOW TO BRING GOD'S ENERGY TO THE STUDENTS?

My school was a public school run by the Protestant church. At that time, the Evangelic church was very critical of Brahma Kumaris (a dangerous sect). Also out of consideration for the parents, I could not teach the pupils any spiritual knowledge. And terms like "yoga" and "meditation" were taboo.

Nevertheless, I was deeply convinced that I had to meditate with the students in order to centre them, draw strength with them and stabilise them internally. So I called the daily 5-10 minute morning meditations "SILENCE-EXERCISES". Connected with Baba (God the Father), I made eye contact in turn. Intuitively, I avoided imagining the soul light point in the centre of the forehead. This fixation would have unsettled the students. Looking into the eyes (pupils) also seemed much more natural to me. After a while of practising, my gaze into the eyes/pupils of the students was enough - and I was naturally in "soul consciousness" and connected with Baba as if by magic. The one automatically led to the other. The daily exercises eventually became a ritual, similar to morning prayers in the past. Nobody could object to this. Parents asked their daughter and pupil why she wasn't tired after 12 hours away from home. Answer: She would recharge her batteries with the teacher every day.

The pupils got used to my "soul gaze" surprisingly quickly, even though they, including hyperactive pupils, had to sit still. After a familiarisation phase, the pupils began to love these "quiet exercises".

DISCOVERING THE HIDDEN QUALITIES OF THE STUDENTS

An all-important phase began soon after the introduction of the stillness exercises: I should point out that I myself was already focussed on stillness at this time, so my channel was free for God's energy. When I made eye contact with each student, I intensely felt **soul qualities** that usually had nothing to do with school: Peace, joy, serenity, love, etc. As God was involved, these experiences were a source of joy. Sometimes earlier, sometimes later, I had intense experiences with each student about their pure self. **Feeling these pure qualities under thick layers of misdirection was probably the decisive turning point in the therapy.** I was amazed at this, even though I could do the silence exercises myself as if on command. My mind, freed from thoughts and volition, was an absolute prerequisite for Baba's work. - And, oh wonder of wonders, after a while the students - perhaps unconsciously - also sensed my perceptions. They increasingly found inner peace and stability.

The fact is that these experiences gave them more and more confidence in the teacher and also in themselves. The result was a gradual opening towards more optimism and, above all, more self-confidence. This was evident in all situations: when communicating, when memorising different learning objects, when solving problems, when dealing with each other, etc. One after the other, the lights went on all the time. Challenges that previously seemed unsolvable soon became easy.

JOYFUL AND EFFECTIVE LEARNING

My most important task as a speech therapist, alongside targeted speech and psychotherapy, was the subject of German. Sometimes I also taught music, art, geography and history. In German in particular, I fundamentally changed the teaching system. The pupils had already had to do the usual language exercises offered on the market for four to six years. They were obviously no longer interested in joyless exercises. In order to improve their motivation, I wanted to introduce **JOY**.

A very simple approach was developed quite spontaneously: The pupils took it in turns, sitting in a semi-circle, to tell stories they had invented themselves. Even though many language mistakes were made at first, I initially considered the mistakes to be of secondary importance. As language had always been perceived as very stressful and negative, the aim was to create joyful language experiences at all costs. I had only one rule for the stories in the series: no violence. This resulted in very humorous stories.

The start of school was interesting. After about half of the pupils had been dismissed, the class was "filled up" with new pupils. I didn't explain anything to them. I just gave an impulse and asked "Who's starting?". Those who had already been with me in the previous school year knew what it was all about. They happily started talking, while the new pupils, with all their extreme language inhibitions, were initially astonished and cautiously observed. But after just a few days, they too overcame their fear of speaking and joined in happily, simply because they wanted to be part of the happy circle. The spell was broken. Over the course of time, the pupils made the necessary language corrections independently and happily to boot. I sat at the front with Baba and was amused by the creativity and cheerfulness of the pupils. In this way, dictations were made in small steps, and later they also wrote flourishing essays.

TO BE WITH THE FLOW – HARMONISING THE WHOLE GROUP

In my last ten years at school, my "**resource-oriented curative education**" was like a well-paid holiday for me. I loved going to school every day. I enjoyed Sundays and weekdays with the same high quality of life. In contrast, many of my colleagues burnt out because of the heavy workload.

Some pupils naturally needed more time to heal than others. There were, for example, students who had fierce conflicts every day on the school bus and in the playground. In these cases, it was particularly challenging to feel "the good core". But it worked. More students came from a desolate families. Under normal conditions, they would have had absolutely no chance of improvement. Thanks to Baba's energy, after a year and a half some of them were our favourite and best pupils.

Particularly problematic cases challenged me to "look at resources". However, when the old pressurising teacher unconsciously rose up in me in difficult situations, I realised that the

pupils were closing their hearts and minds. Then progress was slow. Realising, switching and letting go were then the order of the day; joy and lightness returned. Such scenes were an essential part of my own learning process in particular. More or less consciously, it was a mutual stimulus and fertilisation. We took small steps together towards inner and interpersonal harmonisation. However, the daily rest exercises at the beginning of the day were not enough for this. Baba and I had to provide his energy more or less throughout the whole school day. As soon as I looked into someone's eyes, I perceived the soul - and Baba was immediately there too. As a result, the class community became more and more peaceful and harmonious, and I often found myself in a state of FLOW.

A concrete example: A field trip is usually very stressful for a teacher. "Do this, do that, don't do that, etc." So two weeks after school started, we visited the Stone Age pile dwellings in Unteruhldingen on Lake Constance. Even the bus journey was in a good mood.

On this day, the director of the museum himself took over the guided tour, which lasted about an hour and a half. Afterwards, he thanked us warmly and said: "In all my years of service, I have never led such a peaceful and attentive school class! - And these are supposed to be disabled students?"

That was not enough. Afterwards, we walked for hours along the lake to the bus to Meersburg. When a new class is thrown together, it usually takes at least more than six months - as mentioned - for the pupils to get along with each other. However, I was able to observe a completely unusual harmony between the pupils on the lakeside path. I could hardly believe it and was naturally happy that the spiritual energy was already having an effect in the first two weeks of school.

RESULTS FOR THE STUDENTS

This harmony naturally also influenced the learning processes. The pupils who were considered therapy-resistant would - as already mentioned - normally have had no chance of ever attending a normal mainstream school. However, after they opened up to all the positive factors mentioned above and adjusted positively and very successfully to learning, they were able to make unexpectedly rapid progress and after just one to two years of "divine special care" they were released into their regular home school, which, incidentally, was sustain-able. I always enquired after half a school year and only received positive feedback. Some of them were even among the best German pupils at their home school as former language impaired pupils. This was absolutely unusual and also remarkable because the pupils would otherwise all have had to attend special school until they graduated. The spiritual energy had a truly extraordinary effect.

MY RESULTS

In hindsight, I was actually the student and the students were my teachers. Through their behaviour - whether positive or negative - they constantly showed me in the mirror where I still needed to clean up. For example, anger arose in me because of a student's misbehaviour, than on the one hand, it was important to strictly stop this student misbehaviour and, on the other, to question why the anger "jumped out" at me. Moments of 'jumping up' were therefore carefully registered and transformed. After a while, I came to appreciate the direct honesty of the students. They weren't fooling me. I then had to turn the reflexive finger pointing at the pupils in my direction. If I remained inwardly calm when correcting negative misbehaviour, it was a small victory over my own weaknesses with the help of the "strength

to confront". I was very busy **READING** what was happening on the outside and what it was doing to me on the inside. I was also lenient with myself; I didn't have to get everything together at once.

There are other transformation methods of my own to mention, such as the natural soul-conscious looking into the eyes. My love of **SILENCE** also played a major role. It cleared the way for Baba's energy. Around the end of the nineties, this love of inner stillness emerged while Nordic walking, cycling, sitting, in fact at any time. Silence had become soothing for me, like a free spiritual holiday. It became the gateway to my inner paradise. Among other things, through silence I found better access to my **FEELINGS** and subsequently to **INTUITION**. I realised that intuition is the divine intellect. In the Golden Age, we steer ourselves through effortless, intuitive, impulse-driven action. We are in the **HERE** and **NOW**, there is no thinking ahead and no pondering, and certainly no brooding.

It was not only the love of silence in the mind and intellect that opened the door to feelings and intuition. The **release of blockages** also made a significant contribution. A group of German doctors developed "psychosomatic energetics". Psychological injuries are not only stored in the soul, but also in the subtle body and in the cells and brain. The injuries dock onto the chakras and are protected by energy blockages. However, the energy blockages restrict transformation and quality of life. It is therefore important to release both the injuries and the blockages. I underwent treatment and then learnt the method from the inventors themselves. The resolution of my main blocking issues led to a freer flow of energy and, as a result, to much easier transformation. The path to my feelings, intuition and easy yogi became freely accessible.

After that, I was often in the **STAGE OF BEING**, as I call it, or more commonly known as **FLOW**. Typical **characteristics** of this consciousness are: 1. when it's easy (no matter what I'm doing), 2. when it's fun and 3. when it's efficient (low input, maximum output). This was true at school but also in my private life. Everything was easy. And the fourth was a golden crown, so to speak: it happens by itself. The double meaning: it happens easily, automatically - and: It comes from the inner pure self. This awareness must now be stabilised.

SOUL TOUCHES

I first became aware of the level of being while travelling through Tuscany around the end of the 1990s. In many encounters, a few words were followed by a pause, silence and a look into each other's eyes. And soon afterwards, tears of joy or happiness were shed on both sides. Obviously, the deepest, purest layers of the soul were touched in the truest sense of the word. Of course, I myself was also moved beyond words by such encounters, and there was no doubt: this is it, this will be my future form of ministry without words. This awareness now needs to be stabilised.