

When we get into global literacy practices, we are taking this focused attention we have, we are taking this compassion, we are taking this regulation and we are understanding our place in the world, where are we, right? There's a way that in mindfulness we can get a little bit lost in this idea of like I am present, I am aware of what's here, right? And that's great, that's where we want to start. But then there is that the question of I am in--what does being in the present moment mean in context? Where am I? What land am I standing on? What is the influence of my actions on the planet? What are the changing things in the environment, how are they impacting me? What is the kind of social societal things that are impacting me?

So, I'm really getting into now how to be mindful in such a way that we are. First of all we'll start with this idea of how the world is impacting us. So, I love to do practices with kids where let's say we-- we can just start in the classroom and I do something like, I'd say, okay lets get our mindful bodies on, let's really focus, really bring our awareness in, and I'm going to create some changes and I want you to see how they affect you, right? I could do really simple ones like I could turn on different types of music, right? Some hip-hop, some soothing, you know, classical music, some -- you know just putting on different kinds of genres of sound, maybe turn on some like loud traffic noise, you know, like put on different types of sound and have them just notice like the way their system response and then and asking maybe I'd turn on the lights, turn off the lights. Maybe I'd say okay now really slowly get out of your chairs and sit down on the floor. And if it's possible, let's get up and mindfully walk outside and let's notice as we walk through the hall what it feels like in our system, lets notice as we come out into the sun, how does that--does that change your mood, does that change your mind, is your mind start doing things?

And the conversations that can unfold there are really profound, right? I think that one of the huge things that we as adults and kids often miss is like all of a sudden I will start feeling a little anxious or I'll start, you know, I'll have something arise in me and it'll just affect me in that way. All of a sudden like a kid will be dysregulated, right and they won't know why they're dysregulated, it's not connected in their minds. And so all of a sudden since they haven't tracked that, they don't really have – they're not connected to their needs, they're not connected to. So if we can get them to track like all of a sudden there's a bunch of kind of sirens that go outside and, you know, maybe all of a sudden that's going to trigger something for some kids all of a sudden there's like a bunch of stress and maybe that's going to cause some little entanglement between students or it's going to mean that those kids aren't going to be able to focus as well because they're all of a sudden little jacked up in their system.

But if we can show them how to track-- basically to track themselves. So, they are sitting in their classroom and all of a sudden the siren goes by and they notice that and they're like. Oh yeah! Wow I just noticed that sound brought this up for me and they can ask to go to the peace corner. They can ask the teacher that they need a moment to it. It's that really subtle self-regulation that until we show them, we give them that slowing down skill because you all as teachers I am sure you have seen that a million times. All of a sudden a kid is disarray, something's happened and you don't know, they don't know all of a sudden, it's just.

And there is all types of tiny little things that happened like that, you know, like kids have some type of history where, you know, like who knows you say some word or you there is some object and they are kind of like triggered – there is some trigger, but they don't know the trigger.

So, the more suddenly they're able to track themselves both on that negative side and then also on the positive side, right? You have them understand, oh every time when the lights are down I

feel so much more relaxed. Can we actually work with the kids so that they can ask for what is going to help the room climate feel good. Can we give them it is like if they have a toy like squeeze toy that might like help them feel more relax. You know you give them like try all these different things. So, we know what dysregulates and what regulates you so that you can track yourself and you can utilize different skills both creating the classroom and also personal little things that you might be able to do.