

What we are going to explore right now is these 5 mindful literacies- literacies of mindful learning and we begin with our physical literacy. And we've talked about how we begin with the physical literacy because we want to be able to feel relaxed, regulated, safe and actually have a kind of sense of enjoyment of what we are doing, so to be present and connected. And you'll see as I teach I can't help it pretend that I am teaching the kids because this is just what I do.

So the interesting aspect of the way of what I am teaching is on somewhat appropriate to everybody and yeah, I will talk a little bit about as we go ways to shift the language, the playfulness and I'll talk more specifically about age but thank you for that question.

So what we are doing again and again is we are playing mindfulness, we are playing attention instead of paying attention. How do we make this embodied? All of this research that I've been reading is showing again and again especially for kids with trauma of high stress which pretty much all kids have to some extent and in order for the brain to come online, in order for us to get to the focusing lessons. We need to feel this sense of relaxation. Most adults, most teachers as well, need a little bit of movement, need a little bit of whatever type of embodiment we are going to do. We are such the head-based, mindful, mind based culture. We need to remember the cognitive embodiment, right? This embodied experience that needs to come first before we go into mindfulness. Otherwise, I've seen mindfulness taught as a really heady thing again and again and kids get bored by it. It feels like yet another lesson that they have to memorize or they have to get that is being behavioral modification to it. So we'll do some movements.

Let's just start with the few movements where we can do some breathing practices. So let's take some breaths as the Spiderman breath just breathe in, just breathe out, choo... shoot out your webs choo... and let us have some butterfly breaths and some dolphin breaths and how about, I am really stressed out breaths. Let's tighten ourselves up and then breathe out. Let's do a couple

of that. And then some statue breaths you can just take a pose if you want. And what I want you to try to do is even though you are totally still see if you can notice if your body is moving as you breath? Okay good job.

So what you all see from that is if I went into a classroom and said let's all be still for a minute and just notice what you feel inside. Some classes might be able to do that, most won't, right. Especially the younger the kids are. Like this practise I just did is probably up to about 4th to 5th grade more than that you can do other types of movement practises that are similar, but what I am doing with any of them is I am doing larger kind of more enjoyable movements and I am getting them smaller that kind of stress one and then all of a sudden, you know, [00:04:27] oppose and even if I just like 5, 10 seconds all of a sudden the kids are having this internal reflective experience and just from that, you know, often I have not taught anything about mindfulness and I will just kind of start with one of those and kids are going to say to me like wow I was noticing my belly was going in and out. I think I notice my heart beating, but you will get these profound inner reflective experiences from you are not tricking them, but you are working within the range so that you are slowly getting this fun movement and just moments you are wanting movements of introspection.

It's important lots of different games like this ways that we can get kids to be present all within range. I love them using the word with range. What's within their range of enjoyment so that they're going to be with you, they are going to follow you, they are going to enjoy and then you get little moments of introspection. From there, I am really interested in starting with having them aware of the physical sensations inside at their bodies. So this is we are really wanting to give me them. One of the reasons we start with the physical literacies is also because we are

wanting to be able to build some of these skills. One of the skills is to know what's happening inside of the body to give language to what's happening in the body.

And this is something like I have never seen any teacher do to actually what I do is go up on a blackboard and I actually write what we can experience in the body. Let's actually give language to the inexperience. So even with a lot of adult teachers if you said to you let's do a body scan and notice what's happening of your body? A lot of people is just kind of like a little fuzzy, you kind of like ah I don't know what do you mean what's happening in my body like we are not giving that teaching as kids and as lot of adults still don't have it. It's like ah kind of static I don't know what do you mean.

I don't assume a kid can do it and to get especially to the emotional literacy lessons you need to have them to be able to speak about, you know, I feel tension, I feel heat, I feel an itch, I feel weightiness.