

We are going to explore the mindful learning objectives. From these we are really gonna look into the science. We are going to look into of course all of the schools are really looking for this evidence-based work. The mindfulness research has been for 30 years for mindfulness space stress reduction, for mindfulness space cognitive therapy. The research is profound how well it works for all of these different objectives that we are going to go over. The field of mindfulness in education, the research has been happening for about I would say 10 years now and the kind of anecdotal evidence is amazing in what everybody would, what we would hope. The actual like full scale evidence, the double blinds, you know, pure viewed. There is a few of them that are coming out but there needs to be a lot more research. But you know, from all of the organizations that are bringing it in there, you know, the emotional regulation, the tension, even rising test scores, all of that has been pretty amazing. The field of social emotional learning is a little bit ahead on that with evidence base. Like there is the castle, the collaborative for academic, social emotional learning. They have the, you know, their research which they are doing, you know, 8 of the largest school districts in the country where they saw an 11 point rise in academic scores, just from the social emotional learning. You know, they are not actually teaching academic. They are not training in academics. They are just training in social emotional learning. And you see this amazing academic rise which for everybody who is a teacher knows like you don't get an 11 point academic rise from teaching most academic strategies. But getting it just from having the kids more regulated and present is profound. So the way that I am going to structure these and I am going to explain them, these are really your mindful learning objectives and then if you are working under the common core. If you are working, you know, in terms of different standards, you can work around these and pull these to be able to work with a lesson plan and fit in. It's pretty, I find it very easy if you have a lesson plan and you are needing to find a way that

mindfulness supports some like whether it's an international baccalaureate or it's whatever type of school it is. It's pretty easy to use these as objectives, as criteria for the lesson. So we begin with number 1 which is executive functioning. And as we watch with our own practice, it's always, you know, mindfulness for so long has been an internal neuron-science. Right? Like basically we are putting ourselves in our own like fMRI scanner and exploring. So anybody who practices mindfulness will be able to tell you themselves that it creates executive functioning. And that kind of also translates over to more kind of academic language, like critical thinking skills, higher order thinking skills. And the research is pretty amazing with it. Neuroscience researchers have found that brief, regular mindfulness practices can improve executive functioning and it's neurobiological mechanisms, it's a mouthful. Mindfulness practice has been found to benefit executive functioning in elementary age students especially those who begin with executive functioning impairment. This is a really interesting thing that they're finding a lot of which is that and I see this over and over again with kids particularly with kids who have attentional issues who have regulation issues, these practices are specifically helpful. They're helpful for everybody but they're really finding this in the research too. Kids whose executive functioning are off, it really gives them this invaluable tool to help strengthen. Usually when we're talking about this, it's about a systematic mindfulness training over the course of eight weeks or a couple of months or whatever it is for the kids, I mean for both. The research for executive functioning, that's one of the major, major things that they've found for adults. It really supports your executive functioning but of course for kids also and that's a huge one. But for all of them, most of them are specific lessons that they're going in and teaching moments of stillness, moments of focusing on the breath, moments of where we're building this awareness of distraction, pulling it back, strengthening the attention muscles.

The other aspect of mindfulness which is more as I was saying about Allan Langer whose work is all about mindfulness without the practices, just as an orientation towards the present moment. I think there is some research showing that that actually benefits these objectives as well and that's something that I think is important when we talk about how do you teach mindfulness, can we teach mindfulness without all of these intensive practices or maybe just will little moments of pauses and a lot of the research is showing how what people who've done long, long, long term amounts of mindfulness, there's this amazing shift in the brain architecture or people of this kind of integration of brain regions for long-time mindfulness practitioners. But the good thing is it's just really short, like people who're doing short mindfulness practices over the course of like eight weeks have less of a big shift but there's more integration happening. I'll read this one. Executive functioning refers to the internal system that controls and regulates our cognitive processes. So this is mostly, because we'll get into kind of emotional regulation. This is more cognitive regulation. This internal system, it's amazing to watch students be able to do it, I'll get into the distraction game where you have kids being distracted intentionally like we bring in distractions and they're trying to like bring their attention back to something and you can actually teach kids to witness the way that their minds moves and what it takes to be able to work with this kind of executive control, executive functioning where they're working with this capacity to be able, and that's the common course is all about bringing in the higher order thinking skills which is similar, how can we actually be in control of the mind instead of the mind being in control of us, which I think that it's this amazing thing that we want all of our kids to have this executive functioning, to have the mind being able to... it's basically like there's the captain of the ship in the brain that get's to kind of decide where to move attention to and to do things, we want our kids to do that but we don't actually teach them that like a mechanism, like

this is something that we can train. So in the workbook every single lesson has a list on of the different learning objectives that it strengthens. It's kind of a hard thing to do because I actually think for every single lesson I could probably put alternate ten learning objectives, because every single lesson it's an attention lesson, it's an executive functioning lesson, if done right it's a compassion lesson, it's all there but certain ones do kind of strengthen specific objectives a little bit more.

I had a great moment last summer at the Omega conference I lead where my friend JustMe who's this amazing rapper made a hip hop song called "Flip your Lid" and he was there at this conference and Dan Siegel was there too and I was like, and he was like I made a song about your thing and so they both got up on stage together and just made this amazing hip hop and then Dan Siegel kept like pausing and being like, let me explain what he was talking about there.

So I do think I find a lot of help in terms of explaining the mechanisms of the brain, talking about the amygdala, talking about the neocortex, talking about three-part reptilian and mammalian and kind of neocortex human brain even though when you talks to neuroscientists they say that's an incredibly simplified version, don't do that. But it's a good model to be able to use and kids get way into it, like you were saying, like kids are like, my amygdala is fine, I need to go to the peace corner, you'll get these great stories about it but the brain-based learning is more around like really looking at the neuroscience and understanding how to teach with this neuroscience in mind, which these do really go with, like each of these objectives will be, I don't know the brain-based learning that well but I'm assuming it's going to be really easy to plug and play with that, because the academic, the language as all people are working in public schools and other school, the evidence based, the brain-based learning, it's amazing. Luckily

mindfulness does offer us all of these amazing capacities and there's research behind it, and at the same time my path, I'm not a researcher, I'm not even very interested in the research in the neuroscience, I'm interested in the internal research and the internal science and watching my kids do their research, inner research and they say to me, wow when I practice that like I notice that my mind wanted to jump all over the place but I was able to kind of bring it in, it's like a little puppy that's like chewing up the pillows and I'm able to train it. That's called executive functioning, boom! And then the research is there to back it up.