

Master Trainers' Four-Module training



சதி பாசலா

உளவிழிப்புணர்வு பாடசாலை
Sati Pasala





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MODULE ONE

Session One



5 videos (50 minutes), discussion (45 minutes), 1 practice session, 4 readings

Introduction to the course

This course is aimed at training master teachers in the education sector who will in turn be training school teachers to teach the practice of mindfulness to school children.

The training program is 2 hours each day with 2 sessions each week for 4 weeks.

Each session will have a practice session, learning videos, reading recommendations and time for discussion.



Discussion

- The purpose of this training is to share with all teachers and children (irrespective of the grade and subject), the simplicity of the practice of mindfulness and its value.
- The teaching and training are aimed at applying mindfulness or bare attention as a preventive tool (rather than as a therapeutic intervention)
- The teachers will have the opportunity of introducing simple practices at the beginning of each day as allocated by the guidelines.
- Emphasis will be on learning and practicing mindfulness and understanding the experience before teaching the others (teachers and students).
- The teachings from session 1 to session 8 is an evolution of the same practice by repetition, in a gradually evolving manner.
- All 8 sessions (2 hrs x 8 = 16 hours) will be based on the Sati Pasala book essays and the sessions will be recorded and available for reference on National Institute of Education, Sati Pasala website and social media.

- Each training session will begin and end with a guided practice session. Trainees will initially apply bare attention on the posture, while sitting in silence.

Introduction to Sati Pasala

Brief overview of Sati Pasala from its humble beginning to current status.



Videos

How Sati Pasala started – 16 minutes

You tube - <https://youtu.be/vc4n2piYs8w>



Reading

Sinhala: Sati Pasala Teachers Handbook - Chapter 1 (Sati Pasala in Sri Lanka)

Introduction to mindfulness

‘Sati’ is a Pali word. In English it is called mindfulness or awareness. This simply means that, every moment we should be fully mindful or completely aware of what we do, what we say and what we think.



3 videos

Introduction to mindfulness – 8 minutes

Sinhala: You tube - <https://youtu.be/w9xOMGous7l>



Mindful Walking – 6 minutes

You tube - www.youtube.com/watch?v=H2R5k0jjPMg&t=18s



Mindful Sitting – 8 minutes

You tube - www.youtube.com/watch?v=XBE7Pdqtu7g&t=10s





Discussion

- Why is mindfulness important? How does it help teachers, educators and students? How does it help the school - academically and otherwise - eventually, how will it help the entire country?
- We all have innate mindfulness (within ourselves), and by regular practice we will be drawing on this innate ability, strengthening and nurturing it.
- We go to the gym to train our body muscles. and by training in mindfulness, we train our 'mental muscle'
- Why it is important to learn mindfulness from a young age and share it with family and friends.
- Practice: being 'here and now' or 'now I am here', being aware of the posture while sitting
- What's mindful walking? Why is mindful walking valuable? The advantages of learning the skill
- A general understanding of being aware of thoughts and feelings. Experiencing pleasant and unpleasant events mindfully. Tucking the limbs in, like a tortoise when unpleasant events happen.
- Introduce the concept: Slowly-Mindfully-Silently (SMS)



Reading

Sati Pasala book - Week 1 (Monday to Friday)

Sati Pasala Teachers Handbook - Chapter 2 (What is Mindfulness?)

Sati Pasala Teachers Handbook - Chapter 3 (Qualities of Mindfulness)



Practice session

Guided mindfulness practice

Session Two



4 videos (40 minutes), discussion (30 minutes), Q&A (30 minutes),
3 readings, 2 practice sessions

Understanding and applying bare attention

Extending the understanding of key practice techniques of mindful sitting and walking presented in session 1. Introduction to mindfulness in everyday activities.



Practice session

Guided mindfulness practice



4 videos

Mindful sitting – 9 minutes

Sinhala: You tube - <https://youtu.be/jZa5Xc6k8Uw>



Mindful walking – 9 minutes

Sinhala: You tube - www.youtube.com/watch?v=avR59QWBI90



Mindful eating – 9 minutes

Sinhala: You tube - <https://youtu.be/r8-SrARyoY4>



Mindful bathing – 8 minutes

You tube - www.youtube.com/watch?v=sitHfc4pD5g





Discussion

- Advancing session 1 learnings - starting with applying bare attention on the breathing in-and-out, gradually move to mindful walking, being mindful when sitting, standing, lying down, etc.
- ‘Being in the present moment’ and other experiences of being aware in the present moment; for example, when using SMS in day-to-day activities such as brushing teeth, bathing and taking food.
- Applying bare attention to sensory transactions - hearing, seeing, tasting, touching, smelling etc
- Importance of Glad Games – refer Pollyanna film (story of a young orphan girl Pollyanna and her boundless optimism)
- Applying the learning to the experiences in class, school activities, exams and various stressful situations
- Encourage teachers to use innovative ways when introducing the newly allocated time slots for the practice of mindfulness: ‘During the 10 minutes slot before the first period, how can I introduce mindfulness to class? Maybe I will use a mind-jar or a gong. Should I encourage students to try walking back to class, mindfully observing SMS, after recess? And during the 30 minutes weekly slot should I try mindful eating, or mindful listening exercises, alternatively?’



Questions and Answers



Reading

Sati Pasala book - Week 2 (Monday to Friday)

Sati Pasala Teachers Handbook - Chapter 4 (Understanding Bare Attention)

The Power of Mindfulness by Ven. Nyanaponika Thero – Introductory chapter



Practice session

Guided mindfulness practice

Learning outcomes – Module One

- An understanding of mindfulness or *bare attention*. It is a mental training and skill that we can all cultivate, practice and self-learn. It's innate in us all but needs to be activated. Eventually the practice of applying *bare attention* can be taught to others through practice-oriented teachings.
- The teacher would be able to explain in class 'what is bare attention or mindfulness', 'how can I learn to be mindful', 'how can I be mindful in my daily activities' using mindfulness-based-initiatives (MBI), creatively and interestingly.
- Teacher should be able to understand, and explain the importance of mindfulness practices, and explain simply what impact, applying bare attention or mindfulness has on the brain, mind, body and general behaviour.
- Understand and practice applying *bare attention*: attention on breathing (mindfulness of the breath at the nostril, mindfulness of abdominal movements when breathing), starting with bare attention and subsequently being mindful when walking, mindful when sitting/standing, being mindful when eating, mindful listening settling the body and mind into the present moment.
- Teacher should be able to use simple exercises to share these practices with the students. (Example: sitting mindfully on the ground or chair, for very young children using soft-toy exercises to demonstrate abdominal movements when breathing, walking mindfully on a chosen path, mindfully eating raisins or jujubes, listening to the gong of the singing bowl mindfully, watching the glitter settle after shaking the mind-jar)
- Teachers would be able to decide which simple practices can be used to share mindfulness with students, at the beginning of the day (10 minutes before the first period) and after recess (5 mins) and what techniques to use during the 30 minutes weekly slot.



Module one – Session one



Module one – Session two



MODULE TWO

Session One



3 videos (35 minutes), discussion (30 minutes), Q&A (30 minutes),
2 practice sessions, 1 reading

Experiencing the present moment

Recognizing that mindful sitting, walking and mindful day-to-day activities are all part of the same training. Introduction to clear comprehension. Understanding disturbances faced when practicing mindfulness, and unmindful states.



Practice session

Guided mindfulness practice



3 videos

Mindful walking Ekaro 1 – 6 minutes

Sinhala: YouTube - <https://youtu.be/6nbURDdlBps>



Mindfulness in daily activities – 8 minutes

Sinhala: YouTube - <https://youtu.be/h2oP8pDgQRI>



Mindful Walking – 9 minutes

Sinhala: YouTube - <https://youtu.be/82dnGBjmWUQ>



Mindful Sitting – 9 minutes

Sinhala: YouTube - <https://youtu.be/3k8DgOYVoP0>





Discussion – 30 minutes

- Discuss with trainees whether they were able to try some of the practices discussed in Module 1? What were the disturbances experienced during the practice. Did the mind go back to the past, or fantasize about the future? Could they focus the mind on one of the four postures? Or on the breath?
- Discuss mindful sitting in depth, and move to mindfulness of the breath. The need to slow down and experience each breath – and the characteristics of each breath.
- Mindful walking is like charging our battery, and it's always useful to walk mindfully before we start mindful sitting, after the battery is charged.
- Is it useful to be mindful when eating? Why? How can we practice mindful eating?
- How can we be present, attentive and mindful during many activities during the day? Consider how many times we may face unpleasant situations and how many times we should have been a 'tortoise', tucking in the limbs.



Questions and Answers – 30 minutes



Practice session

Guided mindfulness practice

Session Two



2 videos (20 minutes), discussion (40 minutes), Q&A (30 minutes),
2 practice sessions, 3 readings

Feelings and emotions

Using the practice to observe when feelings and emotions arise.



Practice session

Guided mindfulness practice



Videos – 2 videos

Mindful walking Ekaro 2 – 6 minutes

Sinhala: YouTube – <https://youtu.be/Sx95LXjn6AQ>



Understanding feelings – 9 minutes

Sinhala: YouTube – <https://youtu.be/W7sWJHB2SRU>



Discussion – 40 minutes

- If we become mindful of our own feelings and emotions will it help in understanding others' emotions and feelings?
- Can we become more kind, empathetic and respectful towards students in class and peers in the staff room?
- Discuss with students and peers, the term - *resilience*. How to be resilient during the many issues that arise in school. Can mindfulness help us to develop resilience? If so, how?
- Emotional resilience, emotional literacy, emotional intelligence, EQ emotional quotient – these terms are so common in global 'mindfulness jargon'. What do they mean?

- Practicing mindfulness during different times of the day can help us in developing emotional understanding. What practices can we use at different times of the day?
- Discuss how we could extend the practice of mindful walking enabling further experiences. Encourage trainees to engage in this practice daily. Similarly, to attend to the mindful sitting practice (focusing on the breath) daily.
- Incorporate simple mindfulness practices through SMS into daily life.



Questions and Answers



Readings

Sati Pasala book - Week 4 (Monday to Friday)

Sati Pasala Teachers Handbook Chapter 5 (Learning and teaching)

Sati Pasala Teachers Handbook Chapter 7 (Resilience)



Practice session

Guided mindfulness practice

Learning outcomes – Module Two

- Daily practices of mindfulness using the exercises described in Module One.
- Teacher would gradually move from applying bare attention to being mindful. He/she would become competent in guiding students in these exercises in simple and interesting ways.
- Mindfulness based practices can easily be interwoven into routine class activity, when playing during recess and on the playground.
- Gradually the teacher becomes mindful of his/her own feelings (eg, happy, sad, indifferent), or emotions (eg fear, anger, jealousy, joy, love). The teacher develops competency in knowing such feelings and emotions,

without getting involved and engaged with them. And without being judgemental about the feeling/emotion, or about oneself or others. Eventually, with repeated practice the teacher will become aware of students' feelings/emotions. And be able to empathise from a distance without engagement.

- The teacher learns how to train the 'mental muscle of mindfulness' over and over again through the exercises mentioned. He/she gradually learns to use mindfulness and MBI in his/her own personal daily life, routinely.
- The teacher learns to cultivate patience, empathy, kindness, and understanding of situations in class (eg, when students are boisterous or when they pose challenging situations to the teacher). And the teacher becomes able to manage emotions and varied situations by using bare attention, and by reverting back to the present moment non-judgementally.
- Teachers begin to develop humane-qualities themselves, i.e. being simple, humble, innocent and have less ego. They will be hesitant to demonstrate 'one-upmanship'. He/she begins to understand these as products of mindfulness practice.
- Using mindfulness-based-initiatives (MBI) teacher learns to share and demonstrate qualities like gratitude, benevolence, selflessness, understanding others, and being happy for others. Appreciation of tiny joys, simple things that someone does and also appreciate family and friends.
- Appreciating nature, being kind and protective of the environment and being aware of climate changes, and what students can do to prevent crises in climate - can all be shared through mindfulness-based practices.



Module two – Session one



Module two – Session two



MODULE THREE

Session One



2 videos (20 minutes), discussion (40 minutes), Q&A (30 minutes),
2 practice sessions, 1 reading

Silent observations

Become the silent observer who is awake, diligent and active.



Practice session

Guided mindfulness practice



2 videos

Mindful walking Ekaro 3 - 5 minutes

Sinhala: YouTube – <https://youtu.be/x9m1oCFch68>



Wakefulness and Diligence – 9 minutes

Sinhala: YouTube – <https://youtu.be/UH3IS5Bu5vo>



Discussion – 40 minutes

- Creating a ‘silent space’ in the mind. Can we use mindfulness for this? How will this help in dealing with challenging situations in school.
- Learn to be patient by watching how the mind reacts/responds to situations. Is it good to have knee-jerk reactions to situations OR cultivate mindful-responses with patience? Discuss with examples related to school, class.
- When traveling to school or to a relative’s house, how can we be mindful and patient in the vehicle, particularly if it’s public transport? Similarly, when walking on the road? Or going to a shop and waiting in a queue to make payments?
- Practising mindfulness in all these situations is made easy, when we do our daily practices (eg, sitting, walking, listening, eating/tasting mindfully).

- Being mindful of the postures: can we be fully aware when we change our posture – from sitting to standing, from standing to walking, from walking to lying down mindfully?

Questions and Answers


Readings

Sati Pasala book - Week 5 (Monday to Friday)

Practice session

Guided mindfulness practice

Session Two

 3 videos (45 minutes), discussion (30 minutes), Q&A (30 minutes), 2 practice sessions, 1 reading

Social behaviour and interactions

Understanding elemental characteristics and extending to loving-kindness, empathy, patience and gratitude.

Practice session

Guided mindfulness practice

3 videos

The science of Mindfulness – 23 minutes

Sinhala: YouTube – https://youtu.be/sKYvy_86-bU



Taking the mind inside – 9 minutes

Sinhala: YouTube – <https://youtu.be/ET2Se1m5GSU>



Resistance arising – 9 minutes

Sinhala: YouTube – <https://youtu.be/xwdCMr8hRbc>





Discussion – 30 minutes

- Discuss different situations that students and teachers experience in class, in the staff room and school. Can we apply emotional learning to these situations? Can the school become a better place if we do so – and how?
- Values like kindness, empathy, patience, gratitude becoming ingrained within a mindfulness practitioner, gradually. How does this happen?
- Introduce the basic neuroscientific changes that will take place in a practitioner. Refer to the amygdala and hippocampus – the reptilian brain and the ‘fight-flight-freeze’ reaction. MTs and teachers should have a very basic understanding of neuroplasticity and neurogenesis.
- Refer [Appendix 01](#) – Building a stable mind through Mindfulness practice



Questions and Answers



Reading

Sati Pasala book - Week 6 (Monday to Friday)







Practice session

Guided mindfulness practice

Learning outcomes – Module Three

- Mindfully knowing common challenging situations in class (eg unruly behaviour in packed-class rooms causing anxiety, dealing with particularly mischievous students, managing bullies and rowdy behaviour). Similar situations in staff rooms/academic environment (eg, peer-related conflict, disagreements and tensions with Principal/school administrators, conflicting opinions).
- Applying value-based practices like patience, tolerance, empathy when dealing with above, rather than using knee-jerk reactions and aggressive behaviour towards students or peers.
- Mindfulness will help in being responsive rather than reactive. Applying restraint, refraining from being judgmental, prejudicial and avoid taking hasty decisions. Pausing and mindfully reflecting, before using speech, to avoid harsh speech, hurtful speech and insensitive speech. And similarly, harsh, hurtful and insensitive actions. Similarly he/she will become competent in sharing respectful behaviour and demonstrate same through example.
- Making the class a warm and joyful place to be in. And making all students want to come to class with a smile. Making sure that no students are discriminated in any way.

-  *Module three – Session one* 

-  *Module three – Session two* 

MODULE FOUR

Session One



3 videos (30 minutes), discussion (30 minutes), Q&A (40 minutes),
2 practice sessions, 1 reading

Extending beyond the classroom

Mindfulness with clear comprehension unlocks the strength of the mind
guiding everything to the least resistive path.



Practice session

Guided mindfulness practice



3 videos

Mindful eating – 9 minutes

Sinhala: YouTube – <https://youtu.be/r8-SrARyoY4>



Acting after reflection – 9 minutes

Sinhala: YouTube – <https://youtu.be/uaNJ6T6TI0k>



Clear comprehension – 9 minutes

Sinhala: YouTube – <https://youtu.be/kWEI13UxXg>



Discussion

- Understanding ourselves, our minds, and relate this to understanding others.
- Can we use the practices we have learnt these past weeks to our immediate family, society, and the environment?
- Discuss the climate crises – can mindfulness offer a remedy: ‘every mindful moment releases positive energies, soothing the environment, protecting the climate’
- Reiterate the importance of daily practice – walking, sitting, eating, setting the mind into silence.
- Recommend some simple tools teachers can use in class to encourage above (eg, during the first 10-minute slot, a teacher can use the mind-jar for the kids to watch the glitter setting down OR the singing bowl/gong to allow students to listen till the end
- Discuss how a mind ‘primed’ with mindfulness training is better equipped to understand and apply *Social Emotional Learning - SEL*. For teaching SEL successfully, it’s important to understand and practice mindfulness. SEL is like ‘teaching’ another subject, whereas Mindfulness is sharing a ‘practice’.

Questions and Answers

Reading

Sati Pasala book - Week 7 (Monday to Friday)

Practice session

Guided mindfulness practice

Session Two



2 videos (20 minutes), discussion (40 minutes), Q&A (30 minutes),
2 practice sessions, 2 reading

Continuing the practice

Doing things whole heartedly enabling the strength of the mind.



Practice session

Guided mindfulness practice



2 videos

Allowing the strength of the mind – 9 minutes

Sinhala: YouTube – <https://youtu.be/k20CJg1RItE>



Mindfulness in daily activities – 9 minutes

Sinhala: YouTube – <https://youtu.be/tnrn1iVGdv0>



Discussion

- Recap all what was learnt in the past sessions, briefly. Allow Q&A in plenty.
- Discuss if the MTs clearly understood mindfulness and relevance to SEL.
- Refer [APPENDIX 02](#) - Social Emotional Learning (SEL)
- Discuss the importance of mindfulness and ethical behaviour, with integrity in education, in society and in life.
- Encourage the necessity for practice and practice and practice



Questions and Answers



Sati Pasala book - Week 8 (Monday to Friday)

The Power of Mindfulness by Ven. Nyanaponika Thero – Chapter 3 - STOPPING AND SLOWING DOWN



Guided mindfulness practice

Learning outcomes – Module Four

- Recapitulating all the teachings of Modules 1-3.
- Being able share with peers, friends and family a summary of lessons learnt from Modules 1-3, using one’s own experience in class as a model
- Conducting guided mindfulness practice sessions, using props like singing bowl, the raisin/jujube experiment and mind-jar with peers and students
- Teachers can use ‘Mindfulness for Values and Ethics’ training modules for their own training programs outside school and in a variety of situations.
- Use appropriate tools and videos to create special programs on '*mindfulness with values and ethics*' for others



Module four – Session one



Module four – Session two



FEEDBACK FORM










Feedback and Reflection Reporting





Please use the form below to submit your feedback about the session, reflections, and any questions. Include your name, location and email.








<https://forms.gle/QYYfbzrv5bVLULN27>





REFERENCES

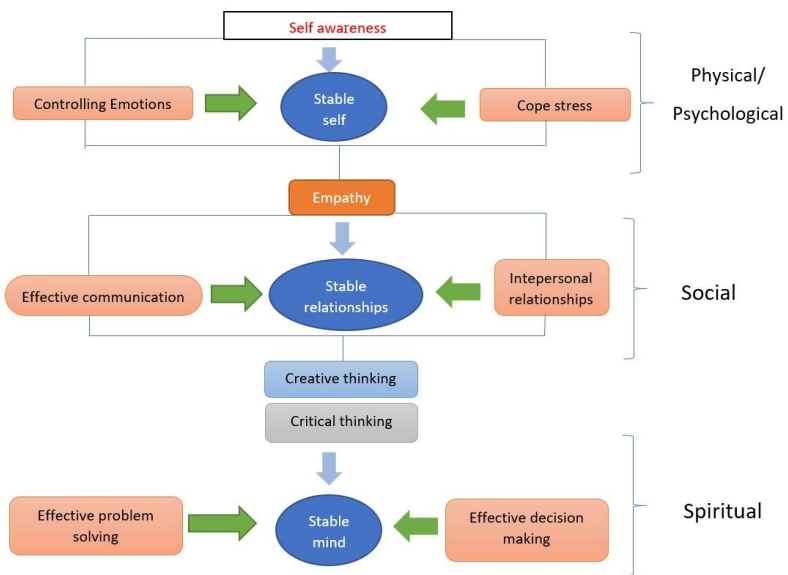
#	File Name		Content
1	How Sati Pasala started		<ul style="list-style-type: none"> • How SP came into being
2	Introduction to mindfulness		<ul style="list-style-type: none"> • Introduction – word ‘sati’ • Advantages of sati • Sati mathraya • SMS – Slowly Mindfully Silently • Parents, Teachers
3	Introduction mindful sitting		<ul style="list-style-type: none"> • Mindful sitting • Posture adjustments • Past – Future: monkey mind
4	Introduction mindful walking		<ul style="list-style-type: none"> • Mindful walking • Few advantages
5	Mindfulness in daily activities		<ul style="list-style-type: none"> • Daily activities • Listening to sounds coming from ourselves • Brushing teeth
6	Mindful games		<ul style="list-style-type: none"> • Mindful Games • Benefits of Mindful Games • When someone agitate, can we settle as a tortoise
7	Reflection writing		<ul style="list-style-type: none"> • Writing about what is mindfulness • Here – Now - I am • Letting go of Past and Future • Not necessary to have accuracy at the beginning

			<ul style="list-style-type: none"> ● Himansā's report – having mindfulness in every activity
8	<u>Mindful sitting</u>		<ul style="list-style-type: none"> ● Mindful sitting ● Posture adjustments ● After waking up sit few minutes ● How one knows that one is sitting – touching points ● Just recognize the breath ● No need to hurry
9	<u>Mindful walking</u>		<ul style="list-style-type: none"> ● Mindful Walking ● Both legs are not equal, ● Different textures ● Massaging, Reflexology ● Slowly introducing Clear Comprehension
10	<u>Mindful listening</u>		<ul style="list-style-type: none"> ● SMS ● Washing a dish with SMS ● One thing at a time ● Listen to sounds which comes out from you ● Others too will be mindful when you are mindful
11	<u>Understanding feelings</u>		<ul style="list-style-type: none"> ● Mindful games ● Innocent, not to win, to increase friendship, team work ● Understanding one's feelings and understanding others' feelings ● When angry take the mind inside

12	Wakefulness and Diligence		<ul style="list-style-type: none"> ● Here – Now – I am ● SMS ● Wakefulness, Diligence ● Active not drowsy ● Can listen mindfully, patiently
13	Taking the mind inside		<ul style="list-style-type: none"> ● Mindful sitting ● Takes the mind inside ● What you feel - Heart vibration, how thoughts come, how cloths touch ● Polyana book - Be glad at any circumstances ● Various element characteristics
14	Benefits of mindful walking		<ul style="list-style-type: none"> ● Mindful walking ● Benefits
15	Mindful eating		<ul style="list-style-type: none"> ● Mindful eating ● Be an example when maintaining Mindfulness
16	Resistance arising		<ul style="list-style-type: none"> ● Mindful Games ● Understand resistance arising in the mind ● අන්ධ ක්‍රීඩාව; ගොලු ක්‍රීඩාව; ඉබ්බා ගේ සෙල්ලම ● Restraint of senses
17	Acting after reflection		<ul style="list-style-type: none"> ● අවිච්ඡිද්ධ ප්‍රතිපදාව ● Do acts after reflection - සාන්ඨක සම්පජ්ඣ්ඤාය
18	Strengthening the mind		<ul style="list-style-type: none"> ● Sitting comfortably for Mindful sitting ● Being aware of the body ● Allowing strength of the mind

19	<u>Clear comprehension</u> <u>n</u>		<ul style="list-style-type: none"> ● Mindful walking ● More details to improve clear comprehension
20	<u>Mindfulness in your life</u>		<ul style="list-style-type: none"> ● Mindfulness in daily activities ● Slowly; Mindfully; Silently – SMS ● Doing things whole heartedly ● Avoiding impulsive behaviour

APPENDIX 01 – BUILDING A STABLE MIND THROUGH MINDFULNESS PRACTICE



<https://www.youtube.com/watch?v=eU-Kyxf6XS4>

Source : Dr.Rasitha Perera, Consultant, Child and Adolescent Psychiatrist



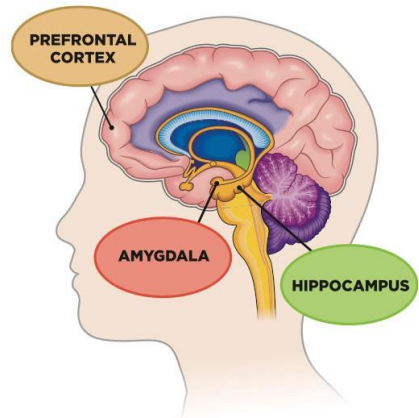
APPENDIX 02

SOCIAL EMOTIONAL LEARNING (SEL)

Social emotional learning (SEL) has been occupying a central role in education curricula for a while. Its main components, i.e. self-awareness, self-management, interpersonal skills, responsible decision making, are all behavioural changes that take place in a person. Therefore learning SEL, is all about practices that need to be cultivated. When understanding this deeper, we would realise that these changes in behaviour or personality, are largely determined by the core practice of mindfulness, which evolves in depth when practiced consistently. Hence, mindfulness is the core or the pivot on which all SEL components are built.

Understanding mindfulness and its impact on the brain helps us to understand these behaviours rationally. The three main areas of the brain on which mindfulness has an impact are

- the prefrontal cortex
- the amygdala
- the hippocampus



Source: <https://medium.com/@rohanpoosala/build-that-prefrontal-lobe-up-c72434186dfd>

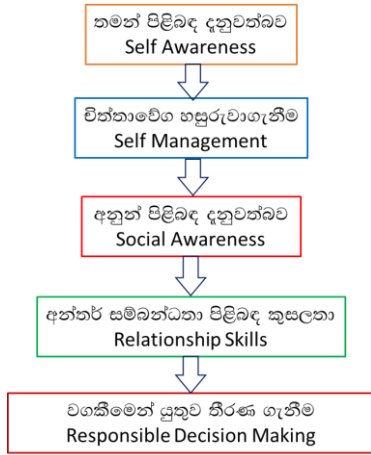


The amygdala is the brain's radar for threat. When it receives input from our senses it immediately scans for danger. The amygdala circuitry triggers a fight-flight-freeze response via stress-hormones like adrenaline & cortisone. The reaction of the individual becomes instantaneous, very emotional and may sometimes be inappropriate or even dangerous. Typically known as knee-jerk reactions. Mindfulness practice slows this pace, calms the amygdala and settles the 'reactivity mode'.

The prefrontal cortex (PFC) is the most privileged part of our brain, occupying a significant physical space in our forehead. It is referred to as the executive centre of the brain, capable of complicated cognitive function like rational thinking, sensible decision-making and responsible behaviour. Mindfulness increases the activity & function of the PFC and allows the PFC to modulate the behaviour of the amygdala.

The hippocampus is responsible for memory, and the ability to store and retrieve information. It also regulates emotions. And the hippocampus increases in activity & becomes more functional with mindfulness practice.

Understanding SEL through practicing mindfulness will help teachers and students to fulfil their academic responsibilities competently. They will eventually become responsible individuals capable of taking decisions with maturity, and not be hasty in making judgements. Their ability to face challenges in and out of the classroom will be enhanced. Moreover they will become empathetic and considerate, and will be able to develop values that help in being useful citizens.



Source: <https://www.clarksonchs.wa.edu.au/index.php/main-mnu/special-programs/social-emotional-learning-sel>

