

B R E A T H E



# Mindfulness in the Math Classroom



*Dominic Zhang*

*dominic.zhang@knowlesteachers.org*

*Knowles Teaching Fellow*

*Penn Fellow*

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*Joshuah Thurbee*

*josh.thurbee@knowlesteachers.org*

*Knowles Senior Program Officer*

*Math Methods Instructor*

$$\frac{1}{2} \div \frac{3}{4}$$

We don't want the answer. Instead, we want to know **why the algorithm works.**

- Come up with multiple solutions/representations
- Come up with a real life example



How did it *feel* to engage in this math task?

What sorts of self-talk were you engaged in?

B R E A T H E



- What sensations did you notice in your body? Was it easy or hard to notice them? Were some sensations easier to pay attention to than others?
- How did it feel to offer appreciation for your body?
- Did you notice your mind wander, or notice any judgments or criticisms of your body? If you did, how did that feel? Were you able to see them as judgments, and bring your attention back to sensations?
- When during your day might a body scan practice be helpful?

# Intention Setting

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**Intention**

**What might it look and sound like if I'm holding my intention?**

# Intention Setting

Intention

Be open to new ideas during the PD session

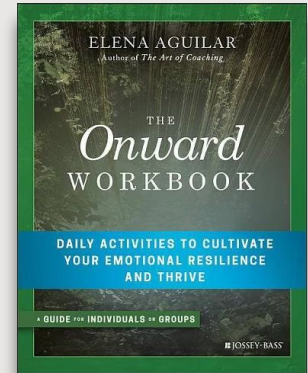
What might it look and sound like if I'm holding my intention?

"This could be interesting...I'd be willing to try that..."



# Intention Setting

- I'm going to be calm and patient with my 5th period today
- I'm going to listen to understand in our grade-level team meeting
- I'll be open to feedback in my evaluation conference.
- I'll enjoy the field trip.
- I want to be open to new ideas.
- I want to connect with my colleagues.
- I'm going to have an easy day.



# PAUSE

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- What clues are you receiving from your body?
- Have you had this feeling before? What does it mean for you?
- How can your intention help you in choosing your reaction to your emotions?

# Why is a negative times a negative a positive?

We don't want the answer. Instead, we want to know **why it works.**

- Come up with multiple solutions/representations
- Come up with a real life example



# PAUSE POINT

How are you *feeling* right now?

How are you doing with your intention?



# Why is a negative times a negative a positive?

We don't want the answer. Instead, we want to know **why it works.**

- Come up with multiple solutions/representations
- Come up with a real life example

B R E A T H E



# Stimulus



# React

*Based on habit  
Unconscious and unthinking*

## Inserting a Mindful Pause

# Stimulus



# Pause

- Breathe
- Notice what's happening
- Notice thoughts & feelings

**What choices open up?**

# Respond

*Deliberately & intentionally*



## Final Reflections

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- We're going to have this body with us our whole life, so it's worth having a good relationship with our body. What might that mean or look like, to have a kind relationship with our mind and body?
- How might this help you as a teacher?
- How might this help your students?
- What are your next steps?



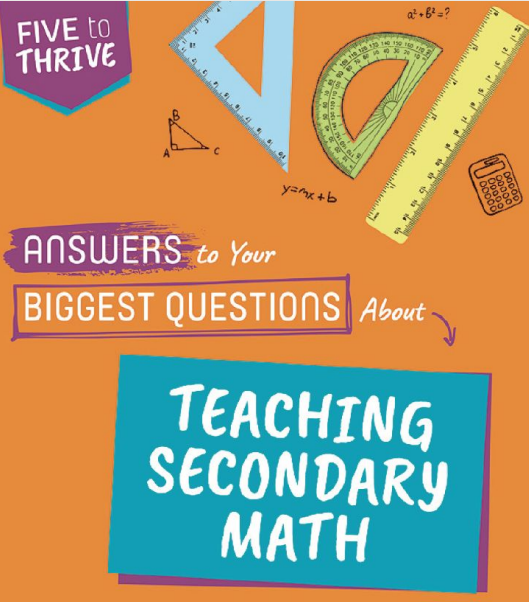
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## TEAM GUDETAMA

### Problem Statement:

We, car safety engineers, seek to build safety systems in order to prevent injury and fatality for drivers/eggs/gudetamas.

Table 1. Preliminary Drop

HEIGHT	RESULTS
1'	3x stable fall = 1 trial
2'	3x stable fall = 1 trial
3'	3x stable fall = 1 trial
4'	3x stable fall = 1 trial
5'	3x stable fall = 1 trial
6'	3x stable fall = 1 trial
7'	cap difficulty visible

Table 2. Outside drops

HEIGHT	RESULTS
10'	cap difficulty visible

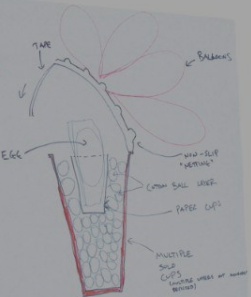


Figure 1. Safety Device Diagram

CLAIM: DESIGN + TESTING PROCESSES

HEIGHT OF HEADREST (SHOULD BE 10-12 INCHES)

SHOULD TO IMPROVE STABILITY + PREVENT INJURY.

DESIGN BASED (SEE TABLES 1-2... ETC)

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