



TRANSCRIPT & SLIDES

Learning Well-Being for Life

May 10, 2021

RICHARD J. DAVIDSON

Hello, Everyone. I am Richie Davidson and I am the Founder and Director of the [Center for Healthy Minds](#) at the University of Wisconsin-Madison, and I'm also the founder of [Healthy Minds Innovations](#) - an affiliated non-profit that takes the insights from our science and turns them into tools and services that can be used to measure and cultivate well-being at scale. I'm really happy to be here this evening for another one of our Healthy Minds LIVE events, and we have a really wonderful evening in store for you. Some of you, it's actually your morning and I'm thrilled to see people from all over the world, from Alaska to Korea, who are joining us this evening. It's really great to have all of you. I'm particularly pleased to introduce you to Raquel Tatar who is our Senior Director of Measures and Research at Healthy Minds Innovations. Raquel is a relatively new member of our team, but in a very short time we have come to hold her near and dear and so appreciate her amazing contributions. So it's really an honor for me to introduce her as moderator this evening. So welcome, Raquel.

RAQUEL TATAR

Thanks, Richie. Hi everybody. I'm incredibly excited to be here and listen to our amazing panel tonight.

RICHARD J. DAVIDSON

And I'm going to turn it over to you Raquel and I'll join you after the panel discussion for the closing, so thank you so much.

RAQUEL TATAR

Welcome everybody. I'm speaking to you live from my home, or rather my parent's home, in Madison, WI. As Richie mentioned I'm the Senior Director of Measures and Research here at Healthy Minds Innovations. It's my job to develop and test new ways of measuring well-being. Please take a moment to use the chat to introduce yourself and share with us where you're from.

I'm seeing Puerto Rico and Madison. Korea. New York. Seattle. Amazing, people. Thank you so much! We were just talking and it looks like we have about 3,000 people who have registered for this event so it's going to be a good crowd. Thanks for joining our Healthy Minds LIVE event! This is the second event of our series this year, where we explore ways to apply well-being research to our lives and our society. With everything that transpired in this past year, It's really clear that we need greater understanding of well-being and resilience, and really how to apply that to our lives and work.

I do want to take a moment to thank our amazing donors. This event and our work overall is really made possible because of the support of our donors. In fact, nearly half of funding comes from the generosity of people like you. We really could not do this work and help all the people we do without your help, so thank you for your continued support. If you're interested in supporting work there are [some links in the chat box](#) and we're grateful for donations to move our work forward.

Before we get started, we do have an expert assisting with closed captioning for those who need it. There are going to be instructions on how to turn that on in YouTube, posted in the chatbox now. We will have plenty of time for questions at the end, please do comment in the chatbox with any questions you might have, and we'll collect and we'll do a Q&A at the end of the session.

Tonight we're going to be talking about lessons learned from education as a way of enhancing well-being for everyone. We all know that education shapes us, and it is really important to be attuned to not only the academic rigor of our programs, but also how we learn during these formative years that can really change the trajectory throughout our entire lives.

But a lot of times the way we treat students and educators during these educational years can diminish their overall wellbeing. So tonight we're going to be featuring two programs that make well-being an integral part of the curriculum, in addition to their academic standards.

This particular topic is really near and dear to my heart as prior to HMI, I spent my entire career as an educator of all levels. This past year has been incredibly tough for everybody, but especially for our students and educators. So we really do need to be cognizant of how to

proactively incorporate well-being science in all our schools to mitigate some of this impact going forward.

So joining me to talk about this shift in education is Tony Chambers who is one of the teachers and designers of the Art and Science of Human Flourishing course here at UW-Madison. Daniela Labra is the Co-Founder and General Director of AtentaMente and Leandro Chernicoff the Co-Founder and Academic Research Director at AtentaMente. We're going to have a short introduction and presentation by each person followed by a panel discussion and then a Q&A to answer your questions. So Daniela will start us off.

DANIELA LABRA CARDERO

Thank you so much. Thank you so much, Richie and Raquel and HMI for hosting us today. So I wanted to share a little bit of what we have done as AtentaMente which is this Mexican non-profit that's geared basically to lifelong education to healthy habits of mind. So I would like to. Brendon if you could share the slides for me... oh wait, sorry we're introducing ourselves right now. Sorry, Raquel. I am the General Director of AtentaMente and AtentaMente is this non-for-profit that is Mexican non-profit we're based in Mexico City. And we have worked thoroughly with education and social and emotional learning and we have also worked in other areas with government officials and other places, and it's an honor for me to be here as a part of this HMI team. I'm very honored to be here.

LEANDRO CHERNICOFF

Hi Everyone. I'm Leandro Chernicoff. I'm the Academic and Research Director at AtentaMente. I work very closely with Daniela with whom I live because she's also my wife. I'm also a graduate student at the Center for Healthy Minds. Richie Davidson is my advisor. So I'm really here with all my family and very happy to be here.

TONY CHAMBERS

Greetings everyone and I'm not the spouse of Leandro or Daniela to be clear and I'm at my house in Madison. I'm Tony Chambers and I'm the Director for Equity, Inclusion, and Innovation at the Center for Healthy Minds. I'm a lifelong educator. I moved to Madison six years ago from Toronto where I was on the faculty at the University of Toronto. I am overwhelmed and excited to be part of this panel today. I'm looking forward to learning from all of you. Thank you.

RAQUEL TATAR

Great so Daniela can you start us off with your presentation please.

DANIELA LABRA CARDERO



Yes, now it's time for the presentation. Thank you for that. So thank you everyone. Thank you Brendon for running the slides. I want to talk about AtentaMente. At AtentaMente we think this may be one of our motives here, that we're trying to change the world, but from the inside out. So working person to person or helping people build the skills from within.

OUR MISSION

Sharing tools for the development of personal and social wellbeing to foster a culture that values healthy habits of mind, self-responsibility and universal ethics, based on caring for oneself and the people and world we live in.

IF I CHANGE, EVERYTHING CHANGES



So our mission, and we are a non-for-profit, and as I say we are more focused on education. And we say we are sharing tools for the development of personal and social well-being to foster a culture that values healthy habits of mind, self-responsibility and universal ethics. And this is based on caring for oneself and the people and world we live in. So we always say and what actually made us come together is that this group of people that formed AtentaMente. We all have the experience of working or trying to address our own inner well-being and trying to find how we can actually work with our inner world to be much more at ease - to have much more well-being coming from within. And we found that these tools were really very helpful, so we wanted to share this with everyone else. So we have this idea that if we can change, if each of us can change and nurture those best qualities - those innate qualities we have, that we can actually fortify and work and transform those things we feel are limitations. Then through changing ourselves, we can definitely change the world we live in. As one's mindset changes, then the world you perceive changes, but also your attitude towards the world and your relationship to others can change too. So this is our mission.



And why do we do it? Well we do it because of course we have in Mexico, as in many countries in the world, but in Mexico we have a pretty intense amount of violence. And I'm sure you have all heard this. Bad news travels broadly, normally. So we do have children and teens experiencing a lot of violence. We have of course violence that has been really growing in the sense that it has disturbed the social fabric. And of course we also find in terms of education, we're not really reaching the goals we want to reach. And we're in the OCBE and being assessed by FISA and we know that our children are not really reaching their full educational potential. In terms of well-being, we see that Mexico ranks normally in the first places of workplace stress. And of course teachers are one of the most stressed out professions. So we see that there's a lot of area of improvement in terms of what we can do with our current state of things. And there's one really important thing because of course there are the problems that we encounter, but we know that well-being is a skill, so we found that there was this latent need. That well-being is our underlying goal as human beings. And, if well-being can be developed, then we have a really good reason to address these skills and share these skills and help in this way transform these deep problems that we're finding in our society and in many societies.

HOW WE DO IT

Teaching
contemplative-based
social and emotional
learning tools based on
current scientific
knowledge.



So how do we do it? What we actually do is teach contemplatively based social and emotional learning tools based on current scientific knowledge and we do this throughout the lifespan. So we started doing this with children, actually small age children, and actually we started doing this with adults because this is something we know is something you can always improve. Maybe children have a broad capacity for this, but actually it never ends. Neuroplasticity as we know is the capacity for the brain to change with experience so it's something you can build throughout your lifespan.



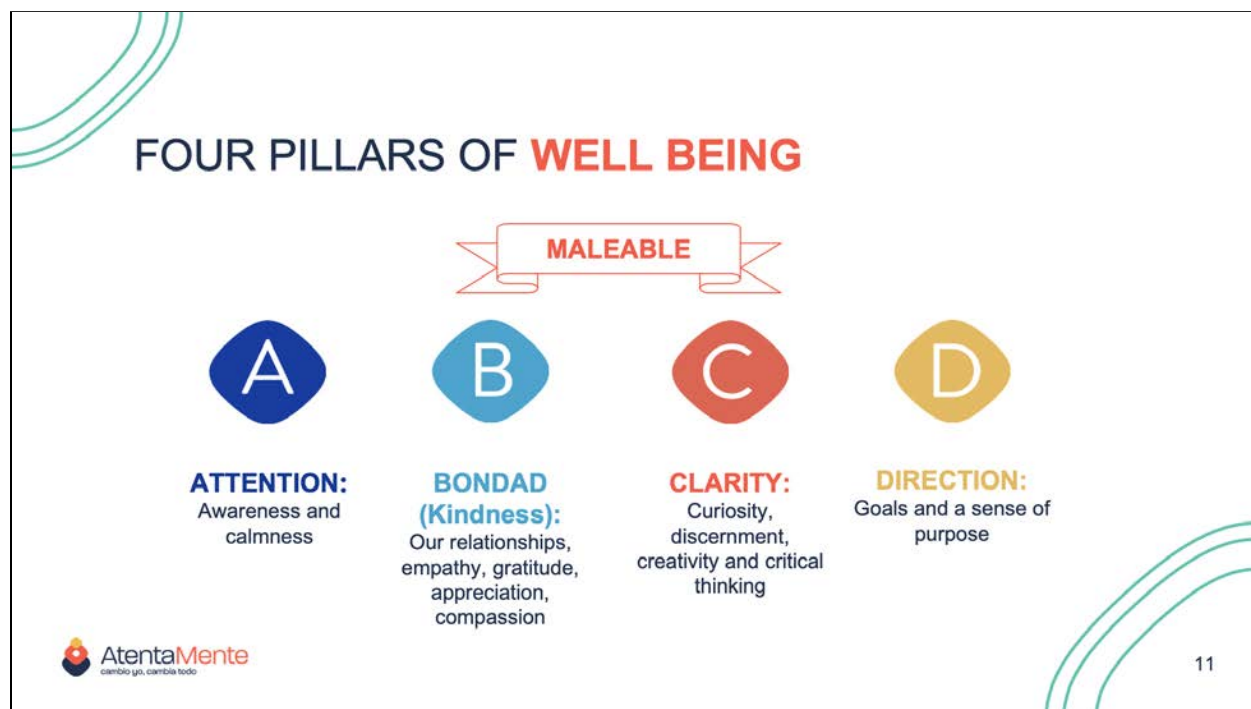
**More than 100 trained instructors and an
amazing team!**

And how do we do it? Well because we have more than 100 trained instructors and an amazing team. And this is something we have focused on - training people that can help us train other people.



And with a little help from our friends so what you see here is Dr. Richie Davidson. In 2014 he came to talk to Congress and of course with his help and also the advice and help from other

people like Dr. Alan Wallace, Susan Kaiser-Greenland, James Cross, Antonio Karam, Dr. Peter Senge, Eve Ekman and other people who have helped us to review our programs, give us advice in terms of the science and help us construct the curriculum. So this is how we have been able to do it, and what we deliver which would be the next slide please.



This is based on something that some of you, if you know the HMI framework, then this will be very familiar to you. All our programs are structured and based on this idea that there are four pillars of well-being that are malleable capacities of our minds that we can really cultivate. So we're talking about attention - that would be awareness. We're talking about *bondad* the Spanish word for kindness - that would be connection, and clarity which is insight and direction is our equivalent of purpose. As you see our frameworks, those of you who may know the framework for HMI or you heard the previous talks in Healthy Minds LIVE, then you know that we are sharing basically the same framework for working in these capacities.

SOCIAL AND EMOTIONAL LEARNING FOR WELL-BEING



And the way that we've been using these capacities in our work, is in the framework mostly this in terms of the educational setting. The social and emotional learning framework. We understand the four pillars to be a transversal axis that will help us or sustain the building of emotional well-being, then healthy relationships, then of course the thought or idea that we're immersed in building common well-being. In this framework then we work with the different competencies or the social emotional competencies you see on the right hand side of the slide. So going from working from within, working my relationship and working for skills for life.

WHAT WE DELIVER:



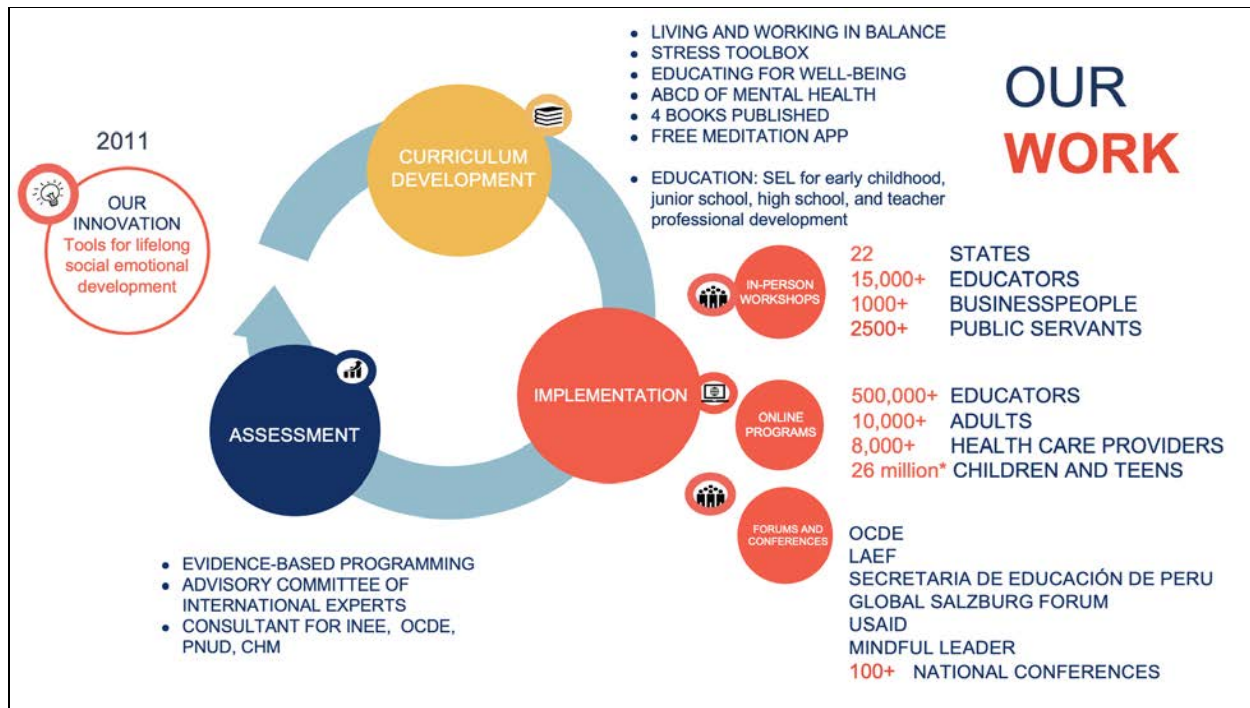
- Workshops
- Online course
- Books
- Mobile App
- Instructor training



**ADULTS, TEENS, CHILDREN,
HEALTH CARE PROVIDERS**

EDUCATORS AND SCHOOLS

So the way we have done it, we have actually addressed two big groups, or our programs are directed for two big groups. This idea that we can really learn throughout life. So one is education and schools, and we work mainly with teachers. Leandro will talk about that later. And through teachers, have them develop their well-being and then be able to model and teach these skills to children - not just teachers but the whole education system. Then we work or then we offer our programs openly to the general public, and we also have a mobile app. So we try to offer everybody tools for this development.



We started in 2011 with an idea and inspiration coming actually from a talk by his Holiness the Dalai Lama to the teacher's union. He was saying we have to train not only the cognitive skills, but also the heart. So what we have done and the way we work is we develop curriculum. And then we implement this in-person and online and in different ways. And then we do evaluation or assessment of what we do. And these of course are things that are core to the way we build our curriculum. We want to see if it works. When we implement, we want to know if people are finding this useful. Assessment can help us in improving our programs. I just want to point out that we have developed a lot of curriculum and we started our first real encounter with the real world by working with government officials. It was wonderful to be able to take these skills of well-being to public servants, because from there we were really serving one of our big ideas of making this a culture change. Changing culture through working with public servants was one of our big steps where we began, and then we've developed a lot of material. We've had the fortune of being able to work in a very broad context. Our programs have already been implemented in Mexico and been taken by a huge amount of people up to now. Because there's such a need, we've been able to be contracted to states, working with around 500,000 people online. Which of course the pandemic has helped in that sense build a bigger reach because teachers have been more willing and able to take this program. Of course, we do this assessment as I said with our advisory board that helps us really build good science. Science of well-being in education and lifelong learning.

EDUCATING FOR WELL-BEING



Reduce Inequality

Bridging the developmental gap in early childhood



Quality Education

27% increase in performance
57% increase in academic and emotional social competencies



Promote Mental Health

24% decrease in depression and anxiety



Promote a Culture of Peace

22% decrease in behavioral problems
23% increase in prosocial attitudes and behaviors

Source: Collaborative for Academic Social and Emotional Learning, CASEL

We also know what we are doing is feeding or helping build towards these sustainable goals. If we can bridge the developmental gap. Because we know social emotional learning and these skills will reduce violence, will actually enhance academic performance and will actually increase well-being. With this we know that we can really help bridge the development gap and through this reduce inequality. Then we want to bring quality education, promote mental health and promote a culture of peace. So we know that we are working on these bigger goals, not just our own goals.

“Education is the most powerful weapon to change the world

– Nelson Mandela



So this is what we have done. With this I will be finishing. Knowing that education is the most powerful weapon to change the world, and in this sense coming back to AtentaMente’s core idea I presented at the beginning. We’re talking about educating ourselves. Helping others of course, but basically what we do is help people focus in their own minds, educating themselves and really helping themselves no matter what age, at what time, or even to what degree. But we can all enhance our capacity for well-being. And that is the most powerful weapon to change ourselves and change the world. So this is what I want to present today and thank you very much for this space and I’m sure Leandro will talk more about the details of our educational program.

LEANDRO CHERNICOFF

Hello everyone. Thank you, Daniela, for your presentation. That saved me a lot of time talking about AtentaMente. Before I start I would like to interact a little bit with the audience if it’s possible. So first, if you’re listening correctly could you please write on the chat the number 223, just to make sure you can hear me properly. And if maybe I’ll wait a little bit if something appears. 223 is the magic number. Okay maybe there’s a little bit of delay so in the meantime. Oh there we go, a lot of 223’s. So now I have a second question and this question is - I would like to ask you what you think, and please write it on the chat. What do you think is the purpose of education? Maybe take a few seconds to think about it. Maybe some of you have thought about it for a long time, but think about it whatever answer you come up with, ask why another two times. So let’s say the purpose of education is to help people with good skills. Then why? Why do we need people with good skills? Then a couple of times more why. I think some are already answering. So now we can maybe share our screen.



EDUCATING FOR **WELL-BEING**

Yes. Happiness. Well-being. Exactly. Learning. Yes. So our work is related. You know we really believe the main purpose of education is well-being. And then of course there is the question of what well-being is, but this is not the topic of our talk.




You know we've been working with our programs for a long time, and I just wanted to put this picture because this is at the foothills of the Himalayas where Daniela and I spent some time

and I think it was about 2010 when we started thinking about how to improve education. This is a place where we spent some time and it was a beautiful place where we had time to think and reflect.

EDUCATING FOR WELL-BEING

Contemplative-based Socio-emotional Learning
--- Systemic, evidence-based, sustainable and scalable ---

 **AtentaMente**
cambio yo, cambia todo

GOALS:

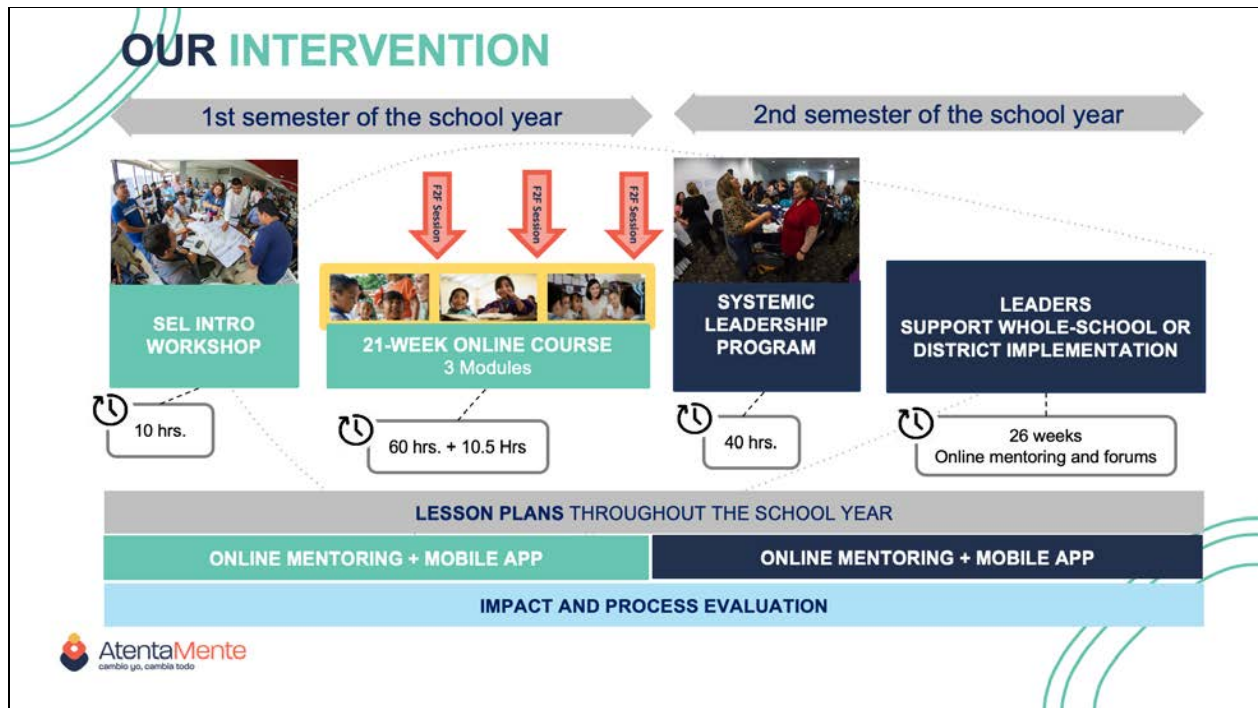
Train educators (teachers, principals, educational authorities) to:

- Develop their own socio-emotional competencies and well-being.
- Promote the social-emotional development and well-being of their students.
- Integrate socio-emotional learning into the district and school culture with a systemic approach.

COMPONENTS OF INTERVENTION:

01	SYNCHRONOUS ZOOM-BASED INTRODUCTORY SEL WORKSHOP
02	ASYNCHRONOUS MOOC (3 MODULES)
03	SYSTEMIC LEADERSHIP PROGRAM

So I'll tell you a little bit about our program, which is [Educating for Well-Being](#). As Daniela said, it is a contemplative based social emotional well-being. Basically, with *Educating for Well-Being* the core component is a professional development component. It has three main goals. The first one is to develop educator's social emotional competencies and well-being. Through that, they can promote the social emotional development and well-being of their students. And then to integrate social and emotional into the district's and school's culture with a systemic approach. This is something that we have been doing for a few years now. The whole program has three components. The first one is now a zoom-based introduction to social emotional learning. The second is an asynchronous online learning with three modules, which I'll tell you a little bit more about later. And then we have a systemic leadership program. Those three components basically comprise our program *Educating for Well-Being*.



So now you can see how it looks, with a little bit more detail. We have a 10-hour introductory course which is synchronous. Following that we have a 20-week online course - three modules, seven weeks each. And then we have some synchronous component after each module to keep things fresh and support people in a synchronous or sometimes in person component. That's about 70 hours. Then for a smaller group we have this systemic leadership group. It's main purpose is to develop local capacity and to develop a group of people who can adapt and sustain social emotional learning in a given context. Maybe I'll say something about that later.



So this is how our programs used to look. Prior to the pandemic they were in person, usually they were interactive.

SYNCHRONOUS ZOOM-BASED INTRO WORKSHOP

Taller de Refuerzo a la Implementación

SECUENCIA DIDÁCTICA

Apertura

- **Rutina de entrada:** llamar la atención e indicar que se comienza con la lección. Ejemplo: sonar un instrumento
- **Identificación de aprendizajes previos.** Distinguir aprendizajes formales e informales sobre el acuerdo.

- JUGAR
- COMPARTIR
- PRACTICAR
- APLICAR

Now this is how they look. As you can see Daniela is one of our main instructors and we are delivering courses through Zoom. That meant a lot of work and learning how to deliver the same contents digitally and I think this is a challenge that everyone has faced.

ASYNCHRONOUS MOOC (3 MODULES)



Módulo 1: Habilidades socioemocionales: educar

¿Es posible enseñar y aprender actitudes y habilidades para lograr el bienestar? Sí. La clave está en el aprendizaje

Comienza: Jul 20, 2020

Módulo 2: Cómo trabajar con las emociones

Comienza: Oct 14, 2020

Módulo 3: Aprender a convivir, la importancia de extendernos hacia otros

Comienza: Nov 9, 2020

Our three online modules. One is related to an introduction to social and emotional learning - especially attention training. Emotional awareness and some of the things related with the science of social emotional learning. Then we go into a module on emotion regulation, and third touches on prosocial skills - especially kindness, compassion and joy and equanimity. And those are the three, and that is how we end this initial part of the professional development.

ONGOING SUPPORT TO PARTICIPANTS

SYNCHRONOUS AND ASYNCHRONOUS

TRIP 1: Encuesta de Satisfacción

Las siguientes preguntas tienen como objetivo conocer su experiencia, impresiones y opinión respecto a algunos aspectos y actividades del primer Taller de Refuerzo a la Implementación (TRIP 1). Responderla solo le tomará un par de minutos.

<http://tinyurl.com/encuesta-trip1-epb>

CUESTIONARIO DE SATISFACCIÓN

BASELINE & SATISFACTION SURVEYS

As in all courses, we provide ongoing support to participants in many ways. Now we're doing it through whatsapp groups and through the phone. Providing all forms of support so people are happy with the programs so that we know what is going on. Of course, we have surveys and all forms of ways. This is really important for us to make sure that everyone takes our courses feels supported and welcome and this is one way in which we do that.

ONLINE LEARNING COMMUNITY

FACEBOOK GROUPS

AVANCE EN EL MÓDULO 2

Sesión	Fecha
SESIÓN 1 y 2	12 al 18 mayo
SESIÓN 3 y 4	19 al 25 mayo
SESIÓN 5 y 6	26 mayo al 2 junio
SESIÓN 7	3 al 9 junio
SESIÓN DE RECUPERACIÓN	10 al 16 junio

Of course, we also think that developing an ongoing learning community is important. With new challenges we move to an online learning community through Facebook groups and other forums.

LESSON PLANS FOR THE SCHOOL YEAR

ACTIVIDAD 1
Cuerpo de montaña

1. La maestra Cristina tuvo una idea y comenzó a dibujarla:



2. ¿Cómo son las montañas?
a) ¿Conoces algunas de las siguientes montañas?



3. Mira esta imagen.

a) ¿Podrías decir que la postura de estos niños parece una montaña? ¿Por qué?



b) Intenta tú también poner "cuerpo de montaña". Al finalizar, cuéntanos cómo te sientas.

Ahora vamos a introducir nuestra primer acuerdo:

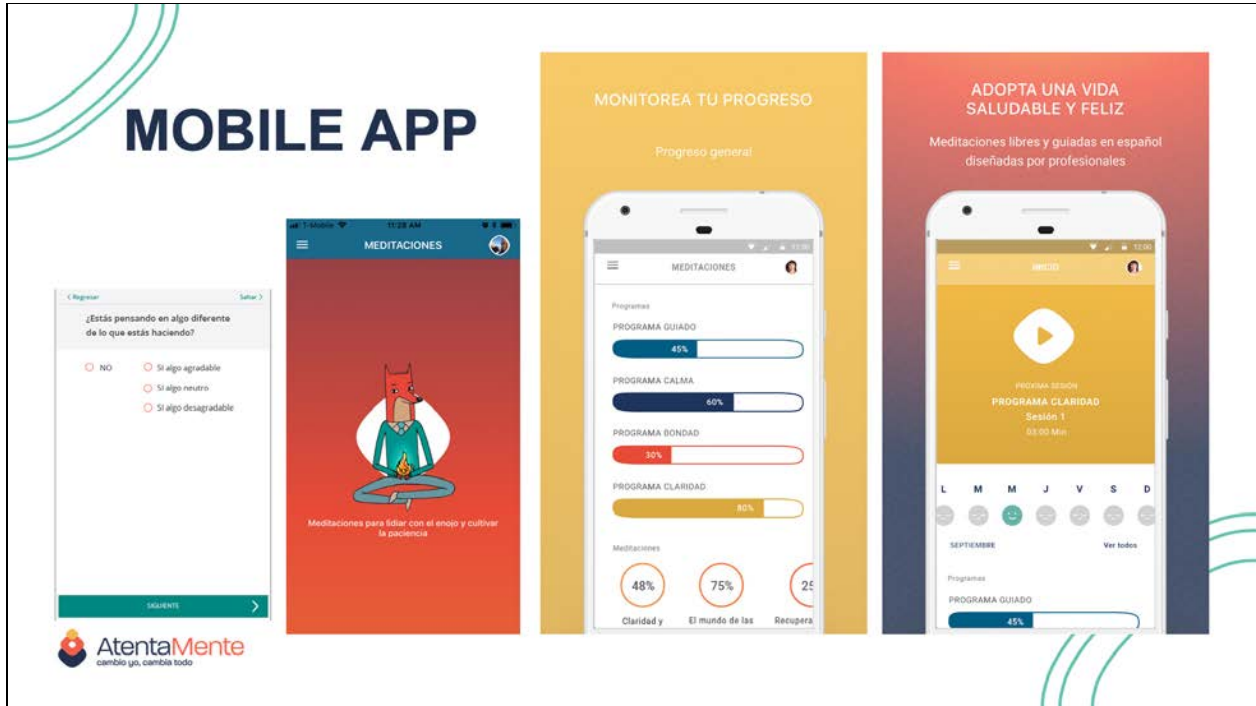
PRIMER ACUERDO
Montaña
Mi cuerpo es quieto, me cuido y cuido a otros.



ENTRE TODOS NOS CUIDAMOS
10 acuerdos para estar bien



We have a curriculum mostly for preschool and for teenagers, and basically the idea is that we can provide not only the professional development, but the curriculum that accompanies the work with the students.



As Daniela said, we have a mobile app that supports the training.

Three EW ongoing projects

- **Coahuila (PreK-K12)**
 - State-wide, all components
 - 35,000 teachers, principals and educational authorities in three years
 - With Ministry of Education and Private Sector
- **Adapting EW for the Yucatan Peninsula (PreK educators)**
 - 3 States (Campeche, Yucatan and Quintana Roo), all components
 - 1500 principals and teachers in two years
 - With Ministry of Education and Kellogg Foundation
- **Impact evaluation in Sinaloa (PreK educators)**
 - 2000 principals and teachers, 23,000 Kids, components 1 and 2
 - Largest contemplative-based RCT ever made
 - With Ministry of Education and Center for Healthy Minds

I will tell you very briefly about three projects that I think might be interesting for you to hear about and maybe for questions. The first one is a project in Coahuila. We're implementing all components of Educating for Well-Being and within the next three years, we hope to reach

35,000 principals and educational authorities. This is an interesting program because we have been working with all levels of the state's educational authorities, and the interesting thing is we've been collaborating with the ministry of education in Coahuila and there is a big involvement from the private sector, meaning there's a board that is overseeing, supporting and partially funding this project.

The second one has a different flavor. We're adapting *Educating for Well-Being* for indigenous communities in the Yucatan Peninsula. This is a very exciting project. We're learning so much. We're collaborating with the Kellogg Foundation to implement this adaptation of our program with 1,500 principals and teachers within the next two years. We've been having a wonderful experience learning and collaborating with indigenous teachers, especially Maya teachers, principals and educators. This has been a fantastic opportunity.

And finally we're conducting an impact evaluation. This we're implementing to my understanding the largest contemplative based randomized controlled trial (RCT) ever made. This is something we're doing in collaboration with the Center for Healthy Minds and its support in terms of funding and scientific support. And here we're reaching 2,000 principals and teachers, 23,000 preschool kids, and we're implementing the first two components. In this one I know how many kids we have exactly because we're actually collecting data for all the kids as well. I think this will be in terms of research, a very exciting project. I just want to point out that one of our projects is in collaboration with the private sector, the other one with a foundation, another with the University of Wisconsin.

Lessons Learned

- Build identity and bridges
- Be flexible and listen
- Persevere with friends

I want to share some lessons learned. So the first one is to build identity and bridges. What I mean by this, we have done a lot of work at AtentaMente to build identity - to have our own

programs, to have very clear our purpose, how we want to go about education and trying to find out what we wanted to bring to education, and also have a community of people that could help us with that. And then there is another super important part, building bridges. Building bridges meaning collaboration, of course. Building bridges I think is the aspect that has allowed our programs to actually reach so many people because we have had the opportunity for wonderful collaborations. For us, building bridges without much identity maybe would not work so well for us. Building identity without collaboration either. I think we learned we need to put emphasis on both.

The second is to be flexible and listen. This has been hard. I'm not flexible and I don't listen much, but basically what we have learned is every time we have to work in collaboration with state authorities, with educational authorities of any kind, we really need to find ways of adjusting, adapting and really listening to the needs of the people that we will be working with. This has been really important in terms of our lessons learned.

The last one is to persevere with friends. Our experience and maybe some of you are starting to work in education trying to do something about it. Our experience is you need to persevere, it takes a lot of time, a lot of effort, a lot of falling and standing up again. If you do it with friends and if you think long-term, it is usually better. These lessons learned pretty much work for everything. It is not specific about education, it probably works with life.

I think that is all I want to share now, and I look forward to your questions. Thank you so much and I'll leave you with wonderful Tony Chambers.

TONY CHAMBERS

Thank you Leandro and Daniela. It was an exciting experience hearing about the work. Hopefully we can follow up a little bit later about some of the specifics because I'm quite excited about what you all are doing and learning there.



Center for
healthy minds
UNIVERSITY OF WISCONSIN-MADISON

The Art & Science of Human Flourishing

Wisconsin Student Flourishing Initiative Team

Center for Healthy Minds
University of Wisconsin–Madison

STUDENT
FLOURISHING
INITIATIVE



I want to talk with you all about something that we're doing at the Center for Healthy Minds called the Art and Science of Human Flourishing. What I would like to do is a couple things. I'm excited about spending time in the Q&A period so I'm going to run through this quickly. I want to talk about what is the Art and Science of Human Flourishing, share why we offer it and why we do it and what we're learning from this experience. And then I want to talk briefly about how we can actually make whatever it is that we do accessible broadly. And then I'll close out with a couple comments specifically about the impact of the Art and Science of Human Flourishing course on issues of equity, inclusion and diversity for the kind of students we work with.

What is the Art and Science of Human Flourishing?

- Course is for first year undergraduates developed collaboratively (University of Wisconsin-Madison, University of Virginia, Penn State University).
- Explore components of Flourishing and invite students to develop their own definition and experience of Flourishing.
- Based on ACIP Model with 14 related themes.
- Design: 3 weekly meetings; team taught; daily practices; utilize the Healthy Minds Program app.

You know, for decades of research what we have learned is that college students experience considerable change when they move from high school to college. And then you add on to that a global pandemic, a national reckoning with historical racism in US society, and political discontent and economic uncertainties and what we have is significant uncharted territory. Not only for students entering college, but all of those charged with facilitating their learning and development. Enter the Art and Science of Human Flourishing. At least what we now know of it as. Keep in mind when this was started in 2015, it in some ways was operating in a different climate than it started than it was this year. I'm going to share lessons since 2015 but specifically about what we're learning from this past year under all of those strained circumstances.

What is the Art and Science of Human Flourishing? [The Art and Science of Human Flourishing is a course and set of related activities designed for first year undergraduate students](#). This program was developed in collaboration between the University of Wisconsin Madison, University of Virginia, and Penn State University. A set of colleagues got together several years ago and decided this is what seems to be needed among the growing codry of students and the concerns that students have. The Art and Science of Human Flourishing has several components and we invite students to develop their own definition and experience of flourishing. We never in the course tell students what flourishing is, because it is not a one size fits all experience. And it also doesn't operate in a linear way. It is quite dynamic in the way this is experienced by participants.

It is based on the ACIP model which Daniela explained in opening comments that was developed by Richie Davidson and his colleagues. To repeat, it is awareness, connection,

insight and purpose. The course is based around that framework. Within the framework, there are 14 related themes that we try to cover in the course. The course is 15 weeks, we try to cover each week a different theme. The course meets three times a week, and it is team-taught by six individuals, Dr. Davidson being one of them. We have 150 students online. Students start each course with a daily practice - a contemplative practice. They utilize the [Healthy Minds Program app that was developed by Healthy Minds Innovations](#) and it provides a slew of resources and materials for all kinds of people to practice. It also collects data if it is used as a research tool on the utilization and the impact of using this app. So students meet three times a week. Two times in the full group and one time in a smaller group facilitated by one of the team members where we get into the specifics about that particular theme that we have covered for the week.



So these are the areas that are covered in the course. The 14 specific themes that come up. Now you have awareness, connection, insight, and integration - to some degree is the beginning of purpose. But purpose for us is a cross cutting theme that goes straight across all of the topics and all of the stages of the framework. But this is just to give you a flavor of the kind of specifics that we deal with, thematic specifics we deal with in the course.

Why do we offer the ASHF?

- Recognizing and support the developmental needs of students' transitioning to college.
- Addressing the rapidly escalating mental and emotional health challenges confronting college students.
 - Especially critical during the past year during the pandemic continued racial injustice, and political and social divisiveness.
- Recognize the particular challenges that populations from historically underserved student populations experience in a predominantly white university.
- Assist in building habits of mind and heart to sustain the well being and flourishing of students throughout their college experience and beyond.

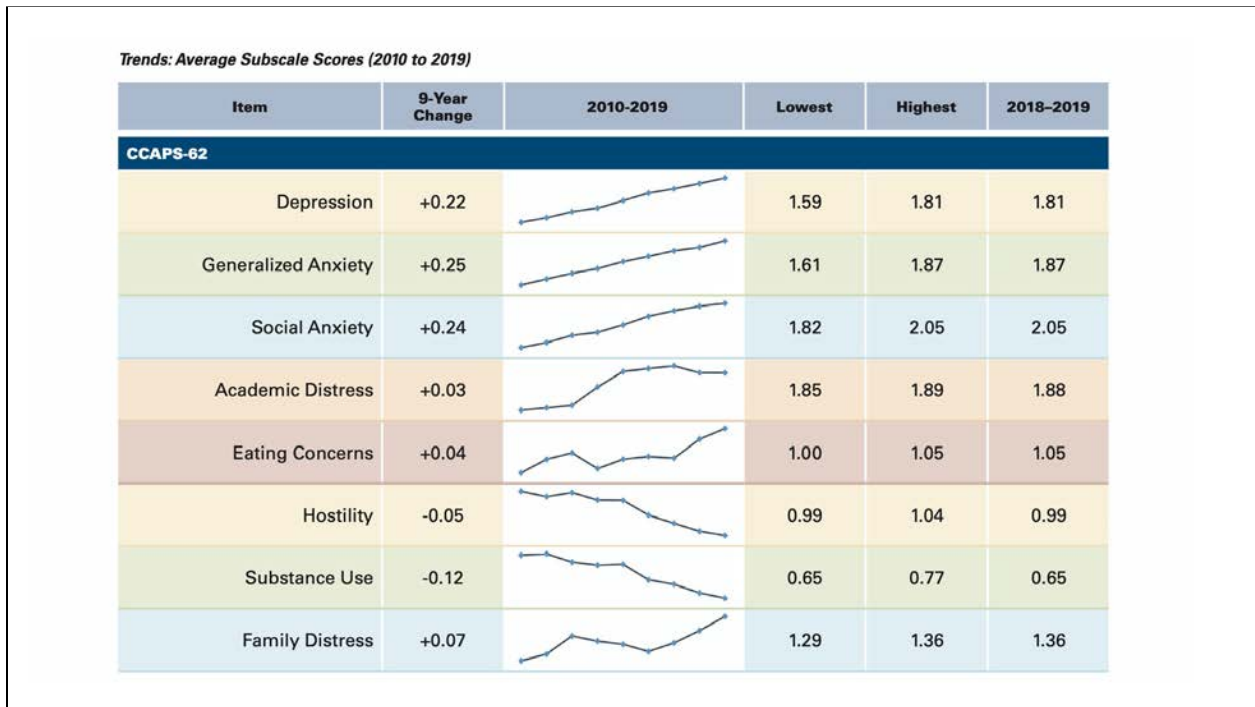
Why do we offer the course and its related activities in the Art and Science of Human Flourishing?

First of all we recognize and support the developmental needs of students as they transition from high school to college. We know that they receive, process and make meaning of information in very unique and different ways during the transition. They also develop a sense of identity. Psychosocially they try to understand who they are in relation to others. For some students, this may be the first time they have engaged with someone who is quite different from them, racially, gender identity, sexuality, language, other parts of the world. They go through transformations and we want to acknowledge and support that transition.

The second reason we offer the course is we're trying to address the rapidly growing dynamic of mental health and emotional health challenges that are confronting students. This is especially during this past year when we had this, with the pandemic, and we're continuing with this racial injustice reckoning and then, of course, we know that there is still political and social and economic uncertainties as we move forward. We know these students are carrying this burden as they are locked down, many of them in spaces where they didn't anticipate. They are not experiencing, as they have told us, a college experience the way they thought they would experience. It is creating a whole ton of issues which we will talk about in a moment.

We also recognize the particular challenges that populations from historically underrepresented student groups experience while they're in predominantly white universities. Many of these students came from predominantly communities and schools of color, and entered into a space that was unfamiliar to them in many cases and were not always equipped to manage some of the experiences they had. We'll talk about that in a bit as well. And finally we wanted to assist in

creating habits of mind or supporting existing habits of mind and heart to sustain their well-being and flourishing while in college and well beyond college.



So this is a graph that was, it's a set of data from work that is done at the Penn State center that collects information on student health outcomes between 2010 and 2019. I want to share from 2010 to beyond, student mental health challenges have escalated all but hostility and substance use. Substance use has declined. Hostility has declined. But depression, anxiety, distress, eating disorders, family disease, and what is not on here is suicide ideation. College student suicide ideation has increased over this time and well beyond.

Students are in the middle of a significant mental health crisis we know about. And we want to as part of this course help students with managing, acknowledging and seeking support when and if they encounter some of these conditions.

Compared to the control group, ASHF students had:

Greater compassion toward roommates



Increased ability to see other perspectives

More mindfulness, self-compassion and a sense of connection



What have students taught us as we go through the course? Based on the early research that is being done with our students as well as a control group of students who hadn't taken the course. What we found is that students who have taken the course had greater compassion towards roommates. Of course first year students were moving in with someone that they didn't live with before, maybe someone quite different from themselves. Maybe they have different behaviors and values. But students who took the course have displayed greater compassion towards roommates.

They have increased ability to see other's perspectives, which nowadays is a critical quality not just for students but for most of us, if not all of us. The other thing that we have learned from our students as opposed to the control group is they're more mindful, they have more mindfulness, self-compassion and a sense of connection. In other words many of the skills that are consistent with the framework that Richie and others have laid out for us.

Equity

- All students learn better when we approach class from an equity and inclusion perspective.
- To Black, Indigenous, and other Person's of Color (BIPOC), it matters who is teaching in the course.
- Continuous learning is as much for instructors as it is for students.
- Lived and relatable experiences of students from diverse backgrounds have to be intentionally built into the curriculum, practices, discussions, examples, images, and other materials used in class.
- Finally, there needs to be a much more robust research on the effects of the course on BIPOC and other marginalized student populations.

Now, we haven't done as much data collection in a systematic way on issues of equity, but these are the things that students tell us through some of our focus groups as well as explaining to us through the classes and through the individual interactions we have with students. We will be exploring some of the impact that the course and related activities have particularly on students from underrepresented backgrounds. These are some of the things they have been telling us. All students learn better when we approach the class as well as the delivery of material, exercises and practices when they learn from the perspective of equity and inclusion.

It is sort of like the universal design approach when what says essentially what is good for some in many cases is good for all. We don't teach equity inclusion just to students from underrepresented backgrounds. We teach from a perspective of equity and inclusion to all students.

The second thing that we're learning, this is very critical because one of the small groups we have for the course is made up of students who are BIPOC - black, indigenous or other persons of color, as well as first generation students and low income students. All 25 students have been identified as students with those kinds of backgrounds. And it matters to them who teaches the course. I'm the instructor for that small group, for that 25 group lab, and students have told us over and over because they are identifying with someone - me in this case - who they think have similar experiences and background and concerns. That their learning process is unique. It speaks to them. They come to class with a level of understanding and comfort and sharing where they are and what some of the themes mean to them from their own lived experience.

The third thing we're learning is that what students live and what they experience and they're from diverse backgrounds, we have to be intentional in our curriculum about building in

practices, discussions, examples, images, materials, guests - we have to be intentional. It can't be accidental or happenstance. What that means is that those of us on the team are in constant learning mode to make sure that we are doing the best we can to bring to students a very global and diverse learning experience. We can't assume that any material or background is actually speaking broadly to students and is speaking to students from our committed stance on equity and inclusion. We have to be quite intentional and we have multiple discussions weekly as a team about this.

Finally, there needs to be much more robust research on the effects of this course on BIPOC and other marginalized student populations because we are beginning to see what is going on with these students. We know some of the emotional health crisis experiences by students are exacerbated by these populations and we think that course as a supplement and complement to counseling and other health services is critical.



I'm going to end here but I want you to see who this team is. We have a good time. You can see Dr. Davidson in the corner, I don't know if it's your right or my right but these are people who are part of the team and I wanted you to see them. Let's get into a conversation. Thank you all.

RAQUEL TATAR

This is excellent. This is amazing work done by amazing people. This is incredible. Now, but to kick things off while Shaun is getting ready, if you could each take a minute and just tell us of a particular lesson learned through AtentaMente or the UW-Madison course and how is a way that viewers can take some of these strategies and incorporate this into their own communities, in

their personal life or work life - especially if they are educators. Daniela, you have gotten a break, we will start with you.

DANIELA LABRA CARDERO

Well I think that the main lesson for me, and what we mostly try to convey personally and with the people that we teach and learn from is this educating, this well-being as a skill is the most worthwhile endeavor. As any skill, it won't come in a day. With like any skill, you need to invest time, have a good idea you want to do it and actually allow yourself to put the effort in building this. I think this is a long-term, I would say lifelong learning, that we can all improve and we have really seen that this makes so much sense, If we invest some time as educators, for example, in our own well-being, this will payoff so broadly in the way we can be with kids, and offer the close relationships that we know really transform the classroom, the school climate. And really allow, even for children and teens coming from very violent or difficult environments, this closeness, this positive climate, this modeling. When we can feel better, we behave better. So I think it really can transform education and we can all do it. It serves us as people, you know, for our own lives. Investing in your own internal development is the best investment and I think this would be the main lesson learned.

RAQUEL TATAR

Fantastic. And what a great lesson to pass on to kids. There are some skills that are worth investing time and effort in and that it is okay that it's taking time and effort. You're not bad at it just because it's taking longer - speaking as someone who is still learning. Leandro, do you have any lessons learned you want to give to viewers?

LEANDRO CHERNICOFF

I can echo Daniela's suggestions and learnings. I think we have shared those together. Maybe I can add that sometimes it is going to be difficult. There is going to be push back. These things take time but I think as long as maybe you do a little bit of work with yourself so that you can try to model these things and at the same time foster the inner strength to keep going, little by little. Not usually in one, not only in one direction. So you know when there is push back, maybe you retreat a little bit and go from other angles. Our experience is that we have been building collaborations, having conversations and sometimes those conversations take time to flourish and give fruit. As long as you keep having those conversations, I think keep having similar or good motivation to try to help others and at the same time make sure you're trying to embody those qualities that you're supposed to be helping others to develop, I think those three things might help.

RAQUEL TATAR

Definitely! 'Learning is not a linear path' is a difficult lesson for us all to learn. Moving forward is enough, for sure. Tony how about you?

TONY CHAMBERS

I look at college students as future leaders. People who will be dentists, doctors, lawyers, who will be your child's teacher in many cases. The lessons we're learning from them are positive and distressing at the same time. Our students are hurting. Hurting not just mentally and emotionally, but physically. They're hurting from things that many of us have created in the world. The other part I'm learning is our students are resilient and creative. What they have taught us through the course and in various other interactions is that they have the presence of mind to create something out of nothing. To create hope out of despair. They can see a way forward in many ways that we can't see. If we had the capacity to listen to them, I think that collectively we could probably move in ways that we can't see right now. This is a difficult time. And I think they have lessons to teach us. This has opened my eyes to the possibilities that these young folks can provide for us.

RAQUEL TATAR

Isn't that the best part of being an educator, how much you learn in return. It's really the best part. Shaun, you're up with questions from the audience.

SHAUN HUFFMAN (Q&A MODERATOR)

Hello everyone. Thank you for joining and thank you to our presenters for your insight. Our first question comes from Silveritas - Do you offer this outside of Mexico? Do you offer these programs to other countries. This is for Leandro and Daniela.

DANIELA LABRA CARDERO

We do in the sense that they're open, and that we can. We have had the fortune to work thoroughly with the education system in Mexico. We try to offer the programs, and now in the virtual world we're living, it is open and, of course, we would love to have more people come. It is a matter of bandwidth that we can focus on these really big projects with states. We are a small NBO, so we need this focus. But definitely our programs could be available for other Spanish speaking people around the world. We do sometimes when we have enough time. If you can look into our [web page](#), we will have offerings there when we're open to other countries and I'll be happy to work with other countries.

LEANDRO CHERNICOFF

If I may just jump in, I think something, at the onset of the program we didn't only think about Mexico. We have a strong Latin American identity and the way we develop this is thinking more Latin America. I think everything we have developed has that quality that might be relevant and useful for all Latin American audiences. It was thought that way, it was developed from within Latin American authors and with that motivation. Hopefully yes we can offer it.

SHAUN HUFFMAN

Thank you so much Daniela and Leandro. Our next comes from Nani. What assessments, tests, scales and metrics have you used or have you developed your own. This question is to Tony.

TONY CHAMBERS

Thank you Nani. We developed our own. Most of the work is led by a colleague at The Center for Healthy Minds, [Matt Hirshberg](#), and his team of folks with some feedback from the rest of us. He's developed our own and we have contributed to his approach. One of the limitations, and this is an opportunity I think, for those of you who are listening who may want to, who want to support the work. The opportunity is for us to do a lot more robust research, preferably some randomized controlled work with some of these students to get a clearer sense about the impact that this work may have on their learning experience as well as their future trajectory. Because some of the anecdotal feedback we are getting is astounding for sure. And it is also consistent with what is happening in other places in the US and around the world when classes attend to the whole person. When education focuses on the whole person and not just cognitive abilities, or inabilities, in some cases. If we focus on the whole student, we don't have enough robust information to help guide future educational offers around how students learn and grow. So yes, we do our own but I'm hoping that we can expand the work well beyond what we have been doing so far with support that is out there and beyond.

SHAUN HUFFMAN (Q&A MODERATOR)

Our next question comes from Katherine. How do you approach or work through resistance from school staff in environments that experience trauma on a regular basis?

LEANDRO CHERNICOFF

See I think resistance mostly comes from imposition. So trying to impose sometimes when things come from, for example, higher authorities has in our experience not worked well at all. So, one of the thing that's we have found the things is to the extent that we take the time to have meaningful conversations with all levels of the educational structure, listening, tending to their concerns and taking the time to actually try to address those concerns, then that resistance shifts into collaboration and into, you know, a nice, positive work collaboration. The main thing, when we started we were kind of 'this is the way you have to do it, and we're the experts.' That

didn't work at all. Even having the support of the ministry of education or something of the sort. But just taking the time to listen and have conversations takes longer but it is much, much more meaningful. As Tony was saying, you learn so much and get the sense that what you are doing is addressing what people need, which is the reason we are doing these things.

TONY CHAMBERS

Can I say something about trauma? Trauma comes in different forms. Sometimes it is not noticeable as trauma the way we package it. And I don't think I need to say much more because all of us have experienced some level of trauma, not in the same form and we manifest our behavior in different ways as well. The other thing about the question is that teachers have not been taught how to deal with diverse forms of trauma. Acknowledge it and see it and sometimes by no fault of their own, they don't know how to respond. One of the things we are trying to do in the Art and Science of Human Flourishing is provide a teaching academy for those interested in replicating the course and also in putting their own spin on delivering some of the topics in a dedicated course format where they go through the same process that we go through with students or integrating it into other disciplinary approaches, engineering or the arts, for example. Can you teach about flourishing and the whole student in a discipline that is targeted primarily on gathering information and applying that particular information. Can we do that? Can you recognize students who are experiencing different forms of trauma or pleasure in that case, whatever the opposite of trauma is. I think we need to flip the switch on how teachers are taught, and we need to recognize that trauma, and the opposite of trauma, manifests and shows itself in different ways and we can capitalize in the learning development of students.

SHAUN HUFFMAN (Q&A MODERATOR)

Our next question comes from Teresa. As SEL skills are now more understood and attractive to employers have you measured employability changes for students who have gone through your program?

TONY CHAMBERS

No we haven't, to answer that question quite directly. Based on studies that have been done primarily here in the United States about what is most attractive to employers is that most of the social emotional learning skills, as well as some of the other human skills - holistic skills, are those that employers are looking for. Of course, you need to know something about the work. You need to know something about what you're going to be doing, but much of that can be taught by employers. What can't be taught in many cases are ways in which you engage with people, ways in which you listen and provide leadership or management in a team environment. Those are the types of things that I think are quite critical and those are the type of things we are hoping as we move forward in our assessment process we'll be able to understand. Particularly as it relates to diverse populations that are becoming more and more prevalent in

employable situations. Can you engage one another in situations where many people are different than you are. That is who I hope we will move toward in the near future.

SHAUN HUFFMAN (Q&A MODERATOR)

Our next question comes from James. What recurring obstacles delay acquisition of well-being or flourishing skills among participating students of different ages such as developmental trauma, habits of avoidance, et cetera.

RAQUEL TATAR

Daniela I think you were speaking about how the curriculum shifted from targeting kids to targeting adults. I think this question gets at how you teach children versus adults.

DANIELA LABRA CARDERO

I'm trying to understand the question properly and seeing if we have identified what is, in children and adults, blocking that development. So I don't think again that we have measured that in terms of having data about what is really blocking. I think Leandro would answer better because he's the more studied one here but there is an element I can answer. The first I think more than anything is the buy in. The understanding that actually you can have more well-being, no, like that you could actually do better. As an adult, you can actually change the way you feel, the way you relate to others. That you can learn to have better relationships, to yourself and to others. And I think that first thing is sometimes that people are unaware. We're unaware that we can. And then of course, there are habits. If I say why don't you stop eating whatever you shouldn't be eating. It's hard sometimes to change a habit unless you have a lot of clarity about the cost of a habit and you're determined to change and you build a new habit repeatedly, sustainably. First it's the buy in and then the work that needs to be done is something that you cannot avoid. But I don't know, I mean, I think Leandro and Tony would know more. studied more I'm sure.

LEANDRO CHERNICOFF

I would add briefly that I think what is in our work the main recurring obstacle that delays those things, is the role of the adult. To the extent that the adult is not actually facilitating teaching or modeling those skills, then it is impossible or very hard. I think that is not only for well-being and social emotional skills but anything you need to learn. Good teachers are really important. Teaching social emotional skills requires a lot of training to the point that you get to this embodiment and I think that is the main thing. Of course, there are other structural obstacles that may not facilitate the implementation of the program. So I think that is the main thing.

TONY CHAMBERS

Let me just add to what Leandro and Daniela have said quickly. It is the adult or the teacher or the parent or the community, but also the culture of the educational environment. We have expectations as students are smart and have the right answer. We often don't reward failure, or the wrong answer, or the different answer. We put that pressure on young folks, and not so young folks, to have the right answer or there's a penalty. We operate from a perspective of fear. Most of the time I'm afraid of not being seen as being smart. Faculty and teachers model that behavior. We have to be seen as smart. So we create all these stresses. Now if we were to open up and allow for students and adults to share their perspective and new ideas, innovative ways of thinking about something that may or may not fit into the right box. I think we would break down some of these barriers for sure.

SHAUN HUFFMAN (Q&A MODERATOR)

That concludes our Q&A session. Thank you everyone for being able to ask us those questions. Reminder, we will send out a transcript, including questions as well as the video link so you can re-watch this at your earliest convenience. Thank you so much and thank you Raquel.

RAQUEL TATAR

Thank you to Daneila, Leandro and Tony for not only your wonderful work on this, but also for taking the time to talk to us tonight. Thank you so much to the audience for your thoughtful questions. We appreciate you taking the time. Here is Richie to wrap us up.

RICHARD J. DAVIDSON

It is my turn to express my deepest gratitude. What an amazing team, Daniela and Leandro and Tony - you are each doing amazing and important work and it is an honor to collaborate with you on this work. Raquel, I didn't know we can include being a host and moderator to your growing list of amazing skills. Thank you so much for this beautiful convening. And maybe Raquel you can tell us a little bit more about opportunities in the future coming our way in our Healthy Minds LIVE events.

RAQUEL TATAR

Absolutely. We're going to have our third, free event in the Healthy Minds LIVE series on August 16th. There will be more information about that and registration coming soon. The [Healthy Minds Innovations team is hosting a Summer Masterclass](#) from July 6 - August 24th. I'm actually participating in that class so you can see me there. Use the code EARLYBIRD for \$75 off through May 15th.

If you missed our first Healthy Minds LIVE event, you can [find a link to it here](#). You can join our [mailing list on our website](#) and social media accounts so we can share events that are planned

and to be aware of scientific findings. We publish often. [If you are interested in learning more about AtentaMente, you can visit their website.](#) And once again, thank you for our generous donors creating a kinder, wiser and more compassionate world. [If you would like to continue supporting our Healthy Minds LIVE series, feel free to do so and we appreciate your support.](#) Thank you everyone, and have a great night.