



Jayashree Ashok

What we can learn from the sacred classroom

SUMMARY KEYWORDS

children, teachers, school, classroom, created, space, learning, people, creative, meditation, sacred, classes, tap, india, grow, challenges, parents, brain, concepts, healing

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Hello and welcome back to the Optimal Performance Summit. I'm your host, Dr. Patrick Porter. Today I have a very special guest someone I've been fortunate enough to visit with me with over the years and she runs a school that I think everyone needs to know about because you think for me, it looks like a school to be placed right in the middle of Scottsdale, Arizona. It's got everything you would think of we're going to be talking about its if you would think of the classroom of the future, but she calls it the sacred classroom because it's actually from some some ancient principles that they have in India. So I'm talking about is Jayashree Ashok. How are you doing Jayashree. Welcome to the summit.

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Thank you. Thank you, Patrick, for having me here. It's an honor. It's a pleasure to be here with you.

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I know we're going to talk a little bit about Brain Tap but I really want to talk about everything you're doing there because what you're doing at your school just blew me away when I walked through from the grounding on the floors, to open air classrooms to Plants bringing everything into it. So, before we get into too much, what prompted you to want to build such a school that you have right now and I know you're building a new school or new, a new development as well. So maybe we'll start with the first school.



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So the simplest answer I can give you is because children deserve this. Our children deserve to grow, keeping their beautiful inner children are born connected. And the education system in the mainstream education system ends up you know, disconnecting us to who we are, and it took me years of healing, years of spiritual transformation to come back and recognize the childlike qualities in me. I said childlike, not childish. And in order to come back to that connection, and so I kept I've done a lot of work in the area of education, and visited many types of schools, but something inside didn't fully click for me. It's my spiritual transformation and then experiences with the The inspiration from Sri Aurobindo in the mother's teachings for integral education, that's when I felt everything sort of falling into place. And I realized that, you know, that really, if we can have an education that helps us retain our connection with ourselves, and to acknowledge ourselves as human beings, we're not just human bodies. Our education system is very materials centric. It's very physical centric. But we are, you know, we are physical, mental, emotional and spiritual beings. So to be able to have children have that connection. So, I felt very inspired to create a space and my children have studied in our school as well, both of my children and you know, and to benefit the whole community. A lot of us came together many of us as parents have created this space, where the children are encouraged to pay attention to what is happening inside them in addition to inner joy for learning and And the back of the mix. So it's a space that came together out of many years of exploration, and also my own spiritual transformation, when I realized that what we were basically losing is our connection with ourselves. So the inspiration to create a space that truly works with the whole child is really what to give birth to creative school.

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Yeah. And when you go through, you've done you've done a masterful job, it's great and you brought in a lot of different components. Like I love the way that I mean you brought in the spirituality as as a community you brought in physical exercise, I mean, you have what you call brain prep in the morning and getting people ready and you do yoga, martial arts, and Brain Tap and a lot of other things you have art. So tell me about the mix and how you do that because you have the the classrooms, the children seem to be all thriving there in your setup different scenarios in the classrooms, and then we typically see Yeah, yeah.

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So I created a system, a pedagogical system here, which has three components. One is called inner classroom where, which is really for the teacher, and for all adults who working with children. And it can also be applied in for the children themselves. It's a way in which we understand and become conscious of who we are as teachers. Because it's not only the external equipment or the joyful methodology that teachers is transmitting to children, a teacher teaches by who they are. And so, you know, it's very important for adults, parents and teachers,



when we working with young children who are wide open, they have open hearts, to take self responsibility for who we are in the classroom. And the sacred classroom, you know, is a guidebook of seven principles that the teacher can look at every time They have a challenge in a classroom to unblock themselves and grow in consciousness. So it's a way in which teaching itself becomes a yoga in a way, it's a way of growing your own consciousness and your interactions with fellow teachers and children becomes a way in which you grow yourself. And, you know, over over a school is over a decade old now. And we found tremendous growth in who we are as human beings. just applying these concepts in a steady way every week. Every week, we make time for reflection, and that's part of our teachers. schedule, we make time for this. So that's one aspect. The second aspect is our learning process itself. To accommodate holistic learning, we have to make sure that in addition to the academic subjects that are taught, there is space for reflection, there is space for wisdom application, because classrooms themselves are wonderful space There's so much happening in the classroom where children can grow in their own understanding of themselves. And so I have created a four step learning process. That's the second component of a pedagogy. The first one is the sacred classroom, the consciousness of the teacher. The second is the fourth step learning process, which has both a joyful exploration as well as you know, rigor which is perfecting things, a lot of space is given for the children to reflect on the ways in which they are learning lessons, as well as wisdom applications where you know, as many times during the classroom, whatever be the class This poses made to, for the children to reflect inside on and develop their physical, mental, emotional and spiritual wisdom. So this is done. And the third aspect is the environment as you said, the school environment. Schools can be beautiful spaces, they don't have to be you know, boxes, they can be beautiful and be very conscious. Bringing in the different elements the water, you know nature comes in, we bring in the five elements, the water, fire, you know with candles and which we are allowed to do in India, I know in the US, but there are other ways in which one can bring in, you know the fire element, but we very consciously bring it the five elements we bring in beauty into the classroom. And our school is a space. It's quite traditional in India to walk barefoot in school, I mean in temples. So in our school, we actually take over footwear in our schools pick and span clean. So there's grounding going on the whole day. And so we brought in the concept of grounding connection with Mother Earth by walking barefoot in our space except maybe in winter a couple of months when it's cold. So at that time, but yeah, so many different concepts and Brain Tap is one of them. We have different forms of meditation for children. We have a Different breathing exercises problems that are part of India yoga, brain gym, martial arts and art therapy, a lot of art therapy ways in which, in fact we bring in and we consciously have children retain their self awareness over the years and bring in so many different techniques, their awareness of themselves and you know, what are their feelings? What are their thoughts? What are their needs, you know what? So different different tools and techniques have been combined here. And I must say, this is done in a very child friendly way. So we don't, you know, and then age appropriately with very young children, we



work and then as the children grow older, our teenagers are really ready for a lot more. So space is given in the school for this. I hope I've not given you too long an answer, but

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that's great. That's what we're asking for. I do want to go back though, because one of the things I think is really key to what you're doing there that I think because We're gonna have teachers who will be watching the summit. This is not just going to be doctors or it'll be everyone. So when the, the thing I loved about what you're doing is you and your teachers actually work on themselves, you know that they you find it, it's their classrooms and expression of you know who they are as well. So go into how that happened. And maybe some of the tell us some of the little exercises, maybe the teachers do so that we understand that.

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Fantastic, thank you so much. I think that's made all the difference. Because not only is the teacher working on themselves, and that's a direct benefit to themselves as well as to children in the classroom. They love their work. Work is now no longer just a job. Yeah, it's a way of self development. And that's made a huge transformation many of my teachers, and of course, we have challenging moments in school, we have not a school is any space where you have so many human beings together. There are bound to be challenges, but the sacred classroom is a way of acknowledging These challenges and evolving through them. And that's made a huge difference. So, structurally in terms of, you know, how do we actually implement this in the school? year one, I had a lot of skepticism. Yeah, people were like, why is this important in a school and, and understandably so end of year one, nobody wanted to skip. I have to I created two, you know, parts of the two times during the week. One is called self work. It's just to honor the teacher as a human being. It's got nothing to do with the classroom, but to honor and acknowledge that in addition to being a teacher, the role of a teacher, we are human beings. So we make space during self work, to learn about all aspects of ourselves. So self work can be a session on emotional well being. It could be meditation, it could be, you know, learning through the five elements. It could be looking at relationships, understanding, you know, different aspects of our soul journey. spiritual journey. So sefer has broad topics which apply to us as human beings on the whole. And in addition to self work, and other time during the week, scaffold wisdom circles, wisdom circles are where we created a very honest and authentic, safe space for teachers to express the challenges they are having in the classroom, to work through the sacred classroom principles and unblock themselves. So I have different you know, I've trained a lot of people over the years. So I have people who post wisdom circles for each group of teachers and actually work through the challenges and come back to the heart because you know, where the heart is open everything flows. And as the teachers experience is very natural. See, teachers are human beings, we come in with our own judgments, we come in with our own biases. And what we've done here is say it's okay, that's natural. But let's evolve beyond this.



And that's what the secret class does for us, awareness is key. So set awareness, awareness about this awareness to the different aspects of life. And, and then we really look at unconditional love, not as a not necessarily love, but really as a space where we understand each other's, you know, strengths and challenges and grow through that, you know, we grow through that to, to, to be able to create a space that is truly loving. Yeah, it is challenging sometimes

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that's great. The books, the books, they're going to be available. If someone wants them, we want them to get a hold of us, but they're going to be available through Amazon in different areas. So she's written the text so that you could actually start implementing some of these principles. Of course, if you're in India, you can just get a hold of the creative school in you have trainings because I know you do a lot of outreach also to the community.

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Yes, recently, you know, I guess we must have been Ready because the universe sent a we've actually been approached by two governments two state governments and we ended up training, you know, huge number of teachers, you know, close to 300 teachers in each training period. And they just love the thesis. Finally, there's a teacher training for our well being and our group. It's not just about the children. And the feedback I've got from the schools and these not all schools likely to, it's not like we have to set it up to the extent that we have but an empower teacher. And the best feedback we've had from the schools is that this is created such a positive environment in schools, something as simple as affirmation or breathing practice.

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I can put it back.

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But I know that the children

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That's cool. Creating secret. Yeah.

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Yeah. So we'll make Maybe in the, in the summit notes, we can actually put the titles and descriptions in maybe, excuse me, where they might be able to get them right now. And then we'll make them available. I think that the world needs to know about this because what you're doing is really part of the evolution of education. Now, because we've got it in, we've got to include all of these pieces. And I know the children, you also have physical activity. So what I'd



like you to do maybe is take me for a walk if I was a new parent that wanted to send my child there. How would you describe the daily activities of the creative school just so I get an idea in the people at home, I want them to hear, you know how your day kind of flows?

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Sure, yeah. So we begin our, our school hours are eight to 3:45 right now. And we begin at eight o'clock with a morning meditation. It's not just meditation, but we have some chanting some breathing exercises, some friendships, sometimes Sometimes we cover Mandela's in silence children love Mandela art. And it's a very peaceful start to the day. So 8 to 8:30 is the morning meditation with the whole school meditates at the same time. And that sort of sets the tone. So even if the children have hard, you know, a disturb time coming in, they've given the time to settle down. And and then the classes begin. And we have a broad curriculum. In addition to the language arts and science and math and humanities. We will a lot of arts, music, dance theater. I have created a classical life and living life and living is for the holistic development of children. It's a little more than mindfulness. Of course we have mindfulness built in to in the morning, we have a lot of practices that help and also like I said, our learning process most of learning process, constantly asked Children check in close your eyes check what is your answer? What is what are you feeling? So that's built in. And management by the time they become teenagers, we find far fewer teenagers compared to what we see outside, it's not like they don't have issues they do. And they do question us at that age early on, you know, the kind of despair and the challenges and that's, that's right, then they need to do that because they need to take these concepts for themselves. And so, you know, it's it's way more than mindfulness. So we look at holistic growth, in the sense of understanding and also learn, I mean, they learn a lot we cover everything from empathy, cleaning, and, and a lot of energy based work to, to learning about saints from all traditions. We are truly interfaith, in the sense every faith that our community members are bringing in is honored in the school. And so yeah, so there's a lot of apps You know, not gone into, like living is a holistic development of children including spiritual. So we have a lot of emotional intelligence games, we've created stories to love stories we teach a lot from stories. Yeah. So if I want to talk about how a day is typically the each class, we try to keep it for an hour and a half so rather than have too many classes, this is for the older children, young man's up to the age of eight. It's a combination of self directed learning as well as group activities and they come together for chanting music or rhythm dancing, you know, so we have a combination of group activities and, and also self directed where the where they go and then gradually we start bringing in small circles. I tried to you know, we try to keep the teacher student ratio as excellent per teacher so that the teacher can fully pay attention to the child at all levels. But of course, more experienced teachers can handle more opportunity, even and still do the same. And, yeah, so we have an hour and a half long classes, and which is a mixture of academic subjects as well as all of these wonderful, holistic activities which children. Yeah, so I hope that's what it is and, and they ends with the



day ends with again, mindfulness and gratitude practice. So every day the children have some kind of closing ceremony for school. And some days it is acknowledging their strengths and challenges. Sometimes it's gratitude in a walk well, what didn't work well. So this is sort of built in it's part of the reason. Yeah.

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I know that in your when in the school itself, and you're doing much much to recycle and make them really conscious beings instead of just users of, of whatever they get. So tell us a little bit what's behind that because you teach them a lot of What I saw was a lot of the principles people wait to they have a breakdown in their life when they're 30 or 40 years old, you're actually teaching these kids before they have to do it like you have there, you actually have a spa that's kind of attached to the school. So you have a wellness center right there. So you've taken a different approach. Tell me about that philosophy.

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Absolutely. So, wellness is the heart of our school. So whether it's children or teachers, or parents, anyone see, one of the things that I've tried to bring up a lot is that the concept of a peace corner, oh, I must mention this, every class has a peace corner. A peace corner is a small space for well being. So when a child is feeling disturbed, they know they can go back there and use whatever techniques work for them. It could be a few deep breaths, it could be coloring a mandala, it could be just sitting there and hugging a pillow. So they know that they can return to peace. So this is something that I keep bringing up that every human being needs to know that they can do it. Done to peace and well being, conflicts are natural in life. And so we make space for a peace corner where children take the time come back into well being. If two children are having an argument, we encourage them, of course, we encourage them. It's not always carried up because children are also children sometimes. But we encourage them as much as possible between them that you can go take a few deep breaths come down and then try to sort it out. So we do bring that up a lot, and that's consciously brought into the classroom. So that's at that level itself as well being at the second level, something that I wholeheartedly believe in because I had a journey myself on being on a lot of medication. And it turned out it just, you know, I was told, you know, I have chronic conditions, which I was to be lifelong. And through healing, I just completely transformed every one of them. So I'm a huge believer in the inner doctor. So I keep teaching in children and adults that if you are having a challenge what is happening inside you? Can you be aware of that, and you know, people follow it to at least the environment is there and and it takes in the beginning this little skepticism. And then you know, gradually, children do see the mind body connection. And we also have a homeopathic center, that's also part of our wellness, we serve completely organic vegetarian food. That's breakfast, lunch, and we have a super fruit snack as well. And so the growing up with wholeness, it's organic, vegetarian food with whole beans, and we buy produced directly from farmers. So



we've tried to bring in a will living here. And our fifth event is that when the children grew up in this, they sort of take it for granted because they've not really known anything else. But they grew up I mean, why not keep the conditioning is something wonderful, you know, that we don't have to decondition later. So that's, that's what How we look at it and our space also, we encourage recycling, we compost all our waste since we cook food. waste is composted. And you know, we generate biogas with some of the waste and use that back into cooking. So they're growing up, it's solar as much as possible. And so they grew up with these concepts of sustainability. It's not just inner well being, but also living in harmony with Mother Earth. I look at sustainability as a way of living in harmony with our Earth Mother. And that's how we kind of brought in a way of life. school should be teaching a way of life. They are already it's like what we have like are we teaching? Yes, yeah. Yeah.

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So I know you're at the one school that's outside of Bangalore but there's another what's the future hold for the creative school? I know you have some some some big plans or is that still happening when I was there last year you showed me the plans yet for the new school and thinks

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it is. So, of course, you know, this is this is grown through grace. That's the only way I can describe it. I never thought we have 225 kids in school and I never dreamt this would expand like this and our spaces. It's not a large space, but it's a space that is used very well. And, and, you know, for things like sports, we do go to the sports grounds nearby or go to a sports club. And, you know, and have the children experience there. We found a beautiful piece of land on the outskirts of the city, which is a hillside and we're having an another campus there. And the older children, you know, we're gonna have, you know, classes, semi residential classes, from multiple perspectives, we felt that children need time for silence and be nature as well. And it'll also keep up you know, our days are pretty packed into 3:45. For the children, it's not but for the teachers it is because we do a lot of juggling Yeah, to make sure that that is there. And this will give us some breathing space, we can have yoga in the morning or, you know, play time in the evenings we try to get everything in by 2:45 and it's hard sometimes. So it's going to give us an expanded day. And we really believe that children also in today's world, it's wonderful to learn some values of being in a community, you know, to take responsibility and, and co create. So we are having a individual to offer a semi residential model where he can choose to stay over for three nights, five nights or seven nights. And it's a beautiful space. And we are actually creating water harvesting strategies. We are planting trees last year our our school planted 650 trees. So, you know, we have to become conscious creators, not just complaint I find that when we are creating you know, it's not the global warming is not There, it's there. But then you are if you're feeling it, you must see it you must create and, and, and create solutions. So that's that's



kind of the approach we've taken. And we truly looking so there is another school campus coming up being had, like now be ready there are more people now interested in creating schools like creative and we are very happy to offer the mentoring and share everything that we have. It's tried and tested now for 10 years a decade and we still thriving, not surviving with thriving. So we are happy to share everything you know, our processes of administration, which have been very carefully put in so that everyone can go and co create. There is no co creation and collaborative work that happens here. From that to you know our healing processes to teacher training in our pedagogy. We happen to handhold to curricular you know how we apply to different curriculums because sometimes people come from different paths The world and they have their own curriculum. And we can adapt that because it's a learning process. It can be adapted to any curriculum. So yes, these are some of the, and we just letting it you know, as grace comes and people are interested, we just happy to share it on.

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What What tips would you have for? Because not everybody's going to be able to go to India or even take the training or be interested with what, just with what you know, and when you're training, people are going to a conference and somebody says, How can I bring some of this home with me? What would you recommend to because we have a lot of parents, of course, they're teaching their children we have the teachers they'll be on, but we're all teachers in some form or another. So what do you recommend that we do to stay focused on that or use some of the principles you have in the sacred classroom?

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We have beautiful videos we've created. Yeah, we completely understand it's difficult for people to come here. And right now we're in the process of creating online trainings. I think even these times with Corona have really made us all pause and figure out how to do exactly Like what you're doing now, Patrick. So, we are creating online trainings. And, you know, and be hoping to be able to train people and all of this in the classroom pedagogy on any of our, you know, healing processes. We're happy to train people, online videos and online one key to a lot. And of course, so you know, it can be customized for each area. Like if you are in the US, I lived in the US for many years as well. I mean, I cannot I may not be able to bring the camera live or walk barefoot. You know, we can customize certain things, and maybe you can walk barefoot, right? But

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yeah, schools might not have a problem with that, within the what we'll do is we'll make sure that we have a way at the summit for them to tell us that they're interested in that so that maybe, maybe some maybe we can get a video or something that we can give away as a free



gift. And then people that sign up for that will know are interested in that in this other sacred classroom.

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I'm happy to make that available. Yeah, we already have with us the past school, we're also happy to share a new some of our sacred classroom with you as well. So people understand because that's the core of the work the growth of the teacher. And, and a creative teacher can really, you know, plead magic in the classroom, it becomes a sacred classroom. I know, I think I think it's

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been four or five years ago when I met you at pyramid Valley. And we were we're doing it and then we went back, you started using Brain Tap. So maybe just in rounding out, just tell us a little bit, we're going to have a video that you've already put together with some so it doesn't have to go into a lot of detail. But, what attracted you to Brain Tap? And how are you using it in the school just so that everyone on the call can on the subject can understand that?

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Yes, um, what attracted me to Brain Tap was its simplicity, and good use of technology. Technology, like everything else has its wonderful positives as well as negative As we all know, I put you know if technology is in and here to stay, and the kids are going to have cell phones and video games, why not bring it in a way that is actually useful to children. And I was just blown away by braintap. I experienced it myself. And then I saw the simplicity of it. I also want to bring this up. See, sometimes we have children of many different backgrounds, right, a bring up session with the lights and sound, they actually meditate for 10 minutes, or you know, the 12 minutes or or longer that they sit for. And they're actually able to steady out to LA coming in today more and more restless in a way because they needing more grounding. So I found Brain Tap is an easy form of meditation for them. And it also really helps reprogram you know, we all go through fairly complex healing to reprogram our brain. Something as simple as I don't have friends or I'm not able to do my homework. You know? is done so beautifully in Brain Tap. So they just and we've seen wisdom changes, we've seen changes, you know, in kids, then suddenly figuring out Oh, no, I can't have friends. It's just me and my programming. So I think there's a lot that you teach through the meditations, which without actually teaching it, it's just a way for them to realize that they can help themselves. And I, of course, all our children have one or two sessions will be Brain Tap, and the ones who are choosing it, of course, you know, and children with special needs in particular will also be found very, very useful, especially if the teacher has almost no the children regularly do Brain Tap. And because they find it harder to meditate, they find it harder to, you know, to focus sometimes. So it's it's absolutely wonderful. I have so many different uses for it. We used it for children with children with special needs



children without special needs children with special needs. We, our teachers use it, adults use it. Every time we have a healing festival, we have a Brain Tap stall. Every time we have a school festival, we have a big club stall, and people come and enjoy it. So

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yeah, that's great. I know that. For those wondering Brain Tap does support them. So we have a way if you want to help support the creative school, I know your eyes open to that, too. So it's one of the things that you're sharing what I believe we're teaching people what they need to live up to it. It's almost like a how to live school, you know, as well as I mean, when you came up with the name of the creative school, what was the thought behind that? Because that's, that's, I mean, it's a good name, but I was just curious if you could share that.

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Actually, the neat creative was coincidentally given by Patsy Gee, have you named your school I just told him I I want to start a school like this and he said, You must settle it's what makes you happy. So as he said, Have you named your school? I said, No. He said, Call it creative. I said creative school. He said, No creative. And I think he meant because I've gone through a lot of transformation. And it is finding creative solutions. That's how I look at it because creativity is not only the creative is life, you know, we can be very, very creative in life to live the life and live it fully. So that's the purpose that's the name behind the school.

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That's one of the things I was impressed with too because we always say don't you don't to tell people what to think you have to teach them how to think and I think your school teaches them how to think especially by making them responsible in they check in with themselves. So we're going to make available the videos you talked about after after our conversation here. So they'll be able to stay tuned and watch that. And then so we're going to give them something on your school itself so they can see a little video because it's just fantastic. The videos won't do justice elect to come with me to Bangalore sometime when I go over to India, when the traveling Back on, I use that over a couple times a year. So if anybody wants to, I've always invited them, they can come over, then you're going to get us the video about the sacred classroom, just anything that can give them a little demo about that. And then the video about with the people talking about Brain Tap would be good, we'll put those on the end they can watch those and get more information about the creative school. And then we're going to make sure that they get information about the books because there's three different books that they can learn and they can put it together start implementing and of course you're going to just like you do with Brain Tap if you want to buy brain tap offices, you're going to pick and choose what works for you and your context of your school or your your facility. A lot of healing centers will be on a lot of doctors will be here so it's read Thank you for taking the time for being on the summit. This is



great and I love supporting the creative school and I look forward to going there and visit I love going there and in speaking and talking with the kids that I know they listen because they know who I am. All they have to do is Say something they go back to

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you yeah.

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Only have left of one part that's also important. So we have, we have a lot of workshops for parents as well. It's not only the teachers, and I've actually my next book is going to be sacred parenting.

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Oh, great. That's

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in the works right now. So that's another aspect to look at families also, as you know, from a holistic picture, which understanding that we have soul contracts with each other with our children, and how do we evolve and learn and grow in families and bring in you know, parenting so that our children can follow their own path? And what is the role of a parent? So that's what's coming out. And that's another aspect of our work, which we've been doing for for a few years now.

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Yeah, that's great. Well, once that books done, I'd love to interview you for one of our podcasts for our Brain Tap nation so we can teach him and learn because I think Parents when I was in my earlier career, I used to do what I call Parent University. I would go teach parents in schools would hire me to do parent classes. Because some it was more about communication was just a two hour class. But the I know years ago much deeper and much more elaborate. So we look forward to helping support that we look forward to hearing more about what's creative school does, I look forward to seeing the new property next time I'm out there? I know that's gonna be

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Yeah, and we're gonna have a beautiful retreat center there.

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So we can we can bring a group out from America to come there and we can get a group of our teachers to come out with me We do a teacher in a kind of a week long intern training or something they can we can certainly look at



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that. Yeah.

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That's great. Well, again, thank you for being on on the summit with us sharing this and I know that the teachers out there in the in the parents are gonna love to hear what what you're doing because what you're doing is showing that it's possible. I mean, it And I know that you've put together the sciences of well being into a school like I've never seen before in the world. So congratulations. And we look forward to helping spread that around. So thank you, thank you. And those of you waiting on the summit for the next speaker, then you're just going to wait and click down below watch the next speaker, please share this with anyone you know that a teacher, anyone you know, that's a parent that might want to learn about the sacred classroom about how to integrate all these holistic practices. They've went way beyond anything that I've ever seen. I've seen healing centers trying to do half what you've done, and they get into trouble and you're organizing it all and like you said, Now 225 students, which is great, so I look forward to hearing more. Again, thank you for being on the summit.

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Thank you. Thank you, Dr. Patrick.

