Genius Breaks Mentor Training:
How To Bring Mini-Breaks of Mindfulness, Movement and Meaning Into Your Work and/or School Day

Dr. Suzie Carmack, PhD, MFA, MEd, ERYT and Dr. Suzanne Kennedy, PhD

Contemplative Practices in Higher Education Conference – UNC Chapel Hill
March 9, 2018
Workshop Overview

► **Short Description:**

Feeling stuck at the office (from too much sitting)? In this fun and interactive workshop, you’ll learn how to move more and sit less during your work or school day. Author “Dr. C” will teach you how to choreograph mini-breaks of mindfulness, movement and meaning – which she calls Genius Breaks (Carmack, 2017) easily with a stationary or rolling desk chair. You’ll discover why a Genius Break (Carmack, 2017) of 2 – 10 minutes can benefit your personal well-being, as well as your classroom and team engagement and performance. You’ll leave the session ready to move your colleagues and classroom to well-being!

► **About the Workshop:**

Genius Breaks (Carmack, 2017) are mini-breaks of mindfulness, movement and meaning that can be practiced in home, office or school settings. Developed over the past 10 years by the first author/presenter of this workshop, Genius Breaks have been practiced in over 30 states by over 100 teachers in classrooms, and in workplaces in 89 countries (Carmack, 2012). In this workshop, practitioners will learn how they can easily practice Genius Breaks, using Carmack’s mindful movement vitamin protocol and chakras of communicatin framework. Attendees will leave the session under
Today's Fun: Agenda

**Outline:**

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Why Take a Genius Break?
Sitting is a Human System Problem

“Sitting is the smoking of our generation...Nilofer Merchant”

Angina
Arthritis
Arythmias
Breast Cancer
Colon Cancer
Congestive Heart Failure
Coronary Artery Disease
Depression
Digestive Problems
Gallstone Disease
Gastroesophageal disease
Heart Attack
High blood triglycerides
High blood cholesterol
Hypertension
Decreased cognitive function
Low blood HDL

Lower quality of life
Menopausal symptoms
Obesity
Osteoporosis
Pancreatic Cancer
Peripheral vascular disease
Physical frailty
Premature mortality
Prostrate Cancer
Respiratory problems
Sleep apnea
Stroke
Type-2 diabetes

Why Take a Genius Break?  
Sitting by the numbers

“A study that followed 17,000 Canadians, ages 18 to 90, for 12 years showed that daily time spent sitting was associated with an elevated risk of all-cause and cardiovascular disease mortality…”


Plus…

9-10 hours per day  
Adult average of sitting time (recommended <6 hours)

16 lbs within 8 months  
Number of average pounds gained by those with new sedentary jobs

90% decrease  
Number of enzymes that break down and burn fat when sitting

20% drop  
In “good cholesterol” the moment you sit down

24% decrease  
In insulin effectiveness during sitting
Why Take a Genius Break?
Standing is only slightly better than Sitting

“If sitting all day poses such risks, some say the answer is to stand.

However, abandoning one’s chair to work all day at a stand-up surface is associated with its own hazards: lower extremity discomfort and fatigue, lower extremity swelling and venous pooling, lower back pain, and entire body fatigue.”


10% increase
In productivity for those who stood regularly during the day
So... What’s a Genius Break?

"My New Office Habit"
Washington Post, 2012

30,000+ views
89 countries

Treadmill Desk Alternative
(or Addition)
Genius Breaks Desired Outcomes

Movement

Mindfulness

Meaning (Compassion)

Your Integrative Health and Well-Being

Koshas of Well-Being Measurement Framework
Carmack and Kennedy (2018; 2017); Carmack (2015)

Physical Well-Being

Financial Well-Being

Social Well-Being

Mental Well-Being

Purpose Well-Being

Emotional Well-Being
Movement, Mindfulness and Compassion Practices have been shown to:

**Increase**
- Performance (Quality)
- Productivity (Quantity)
- Growth Mindset
- Learning Culture
- Decision-Making
- Compassion
- Engagement
- Emotional Intelligence
- Concentration
- Self-management
- Vitality
- Self-efficacy

**Decrease**
- Mistakes
- Absenteeism
- Fixed Mindset
- Perfectionism-Mindset
- Workplace friction / conflict
- Compassion Fatigue
- Burnout
- Work/Life Imbalance
- Brain Fog
- Stress / Overwhelm
- Sitting Disease
- Team Conflict

Your Integrative Health and Well-Being

Koshas of Well-Being Measurement Framework
Carmack and Kennedy (2018; 2017); Carmack (2015)
Genius Break – Movement Benefits

30% improvement
In blood sugar for those who broke up day with short bouts of movement (walks)

60% improvement
Creative output after walking (movement)
-- study from Stanford University (2014)

The practice of alternating between sitting and standing at work has been linked to increased HDL (good cholesterol)*15, more frequent muscle contractions,*16 decreased incidence of breathing difficulties,*17, and decreased swelling of the lower limbs.*18 Sit-to-stand practices have also been linked with helping our bodies properly express the genes necessary to build healthy muscle.*12 Sit-to-stand work reduces low back discomfort*20 and causes significantly less discomfort compared to sitting-only work.*21 Importantly, sit-to-stand working seems to show little or no decrease in productivity overall compared to seated office work.*22 As discomfort decreases, in fact, productivity should increase.

Genius Break - Mindfulness Benefits

Benefits Of MEDITATION

- Reduces pain and enhances the body’s immune system.
- Reduces feelings of depression, anxiety, anger and confusion.
- Increases blood flow and eases the heart rate.
- Provides a sense of calm, peace and balance.
- Helps reverse heart disease.
- Helps control thoughts.
- Increases energy.
- Reduces stress.

Sources: psychologytoday.com | mayoclinic.com | linemeditation.com
Harsh self-criticism activates our sympathetic nervous system and elevates stress hormones. The sting of self-criticism can be so intense that it stops us from learning and being resilient in the face of failure.

Self-compassion, on the other hand, may activate our biological nurturance and soothing system which leads to greater feelings of well-being.

Today’s Fun

Outline:

10 minutes  Welcome / Introductions / Intro to Genius Breaks & sitting disease

10 minutes  A step-by-step guide to creating a Genius Break (3 M method)

10 minutes  Movement 101: the mindful movement vitamin + practice

15 minutes  Mindfulness 101: breathing strategies for energy balance + practice

10 minutes  Meaning 101: self-talk strategies for bringing compassion into the day (Chakras of Communication, Carmack, 2017)

10 minutes  How to combine the M's in a Genius Break – practice with a buddy

10 minutes  Questions and Calls to Action
Let’s Move – Experiential Demo

Movement
Mindfulness
Meaning
What Just Happened?: 
The Genius Break “Three M’s”

Movement =
Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)
+

Mindfulness = Intentional Breath
+

Meaning =
Chakras of Communication (Carmack, 2017)

Genius Breaks Choreography 101: 4 Easy Steps

A: Assess (Time, Tone and Self)

B: Breath and Bones (Move Using 2/4/6/8/10)

C: Centering Communication (Self-Talk Themes)

E: Experience (Engage, Embrace, Embody, Evaluate)

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M1: Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)

- 2's Elbows and Knees
- 4's Spine
- 6's Hips
- 8's Shoulders
- 10's Minutes/Day w/10 Deep Breaths
M1: Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)

▶ 2's
Elbows and Knees

Examples:
Elbows: Chair Push-ups

Knees: Squats / Chair Pose
Quad Stretch / Dancer Pose
M1: Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)

- 4’s
  Spine

Examples:
- Cat and Cow
- Twisting Lunge
- Reverse Warrior
M1: Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)

- 6’s Hips

Examples:
Lunges (R and L)
Side Leg Lift
Eagle Prep
Tree Prep
OR
Warrior 2

1. Back Leg = Extension (Open)
2. Front Leg = Flexion (Fold)
3. Side Leg Out = Abduction
4. Side Leg In = Adduction
5. Leg turning out = External Rotation
6. Leg turning in = Internal Rotation

All 6 – Warrior 2
M1: Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)

- 8's
  Shoulders
  (Gleno-Humeral)
  Examples:
  + Downward Dog
  + Triangle (Side Raise)
  + Spinal Balance
  + Tricep Dips
  + Opening Up
  OR
  Butterfly Stroke
M1: Mindful Movement Vitamin
(Carmack, 2018; 2017; 2013; 2012; 2008; 2007)

- 10's

10 Deep Breaths
AND
10 Minutes of Movement Daily to Save 10 Years of Your Life
AND
Move your 10 Digits (10 fingers and 10 toes)
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M2: Breathing Strategies

- Breathing

  Equal Ratio
  Solar Breath = Longer Inhale
  Lunar Breath = Longer Exhale
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Centered Well-being Theory (Carmack, 2008 – 2016)

**Intrapersonal Communication**

How do you write and perform your own unique story to and for your Self?

**Intercultural Communication**

What roles do you play in the world? How well do these roles get along with you, those you care about, and each other?

**Interpersonal Communication**

Are these stories and performances in congruence (well-being) or discord (ill-being)?

How do you experience the performance of your story with those that you care about in your day-day life? (Friends, Family, Co-workers)
M3: Genius Breaks: Chakras of Communication (Carmack, 2017; 2002)

Chakra of Communication
Healing Themes

Consciousness
Community
Insight
Kindness
Courage
Commitment
Gratitude
Respect

Traditional Chakra Model

Upper body = Intercultural Self-World
Mid Body = Interpersonal Self-Other
Lower body = Intrapersonal Self-Self
<table>
<thead>
<tr>
<th>Chakra 3 (Willpower/Action)</th>
<th>Commitment</th>
<th>The Core</th>
<th>Phrases: “I commit”; “I will”</th>
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<tr>
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<td>Your “Fire in Your Belly” Your Internal Knowing of What is Right; Willpower</td>
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<tr>
<th>Chakra 2 (Relationships &amp; Sexuality)</th>
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<th>Phrases: “I adapt;” “I flow with change”</th>
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<td>How You Move Through Life – Moving Forward vs. Taking a Step Back</td>
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<tr>
<th>Chakra 1 (Physical Body &amp; Finances)</th>
<th>Respect</th>
<th>The Feet</th>
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Interpersonal Communication
Mid Body: Self-Others (Work, Home, Life)

Chakra 5 (External & Internal Expression)

**Kindness**
The Mouth
Arms &
Hands

Expression;
Actions;
Empathy

Phrases: “I expres
"I give"; "I receive"
"I share"; "I stop"

Chakra 4 (Love vs. Fear/Feelings)

**Courage**
The Heart
Center

Love vs. Fear;
Acceptance

Phrases: “I love"
“I accept”; “I forgive"

Chakra 3 (Willpower/Action)

**Commitment**
The Core

Your “Fire in Your Belly”
Your Internal Knowing of
What is Right; Willpower

Phrases: “I commit”; “I will”
Intercultural Communication
Upper Body: Self-World (Roles, Identities, Cultures)

Chakra 8 ("the World We Can’t See").
**Consciousness**
Beyond Body
The World We Can’t See (Global &/or Astral)
Grace

Phrases: “I dream
“I allow” “I’m open”
“I manifest”

Chakra 7 ("the World We Can See”)
**Community**
Comm-Unity
Whole Body
(Where you take yourself) Identity
Giving/Service & Receiving: Connection, Culture

Phrases: “I give”
““I serve” ”I connect”
““I represent”

Chakra 6 (Strategy & Authenticity)
**Insight**
Forehead & Frontal Lobe
Knowing / Intuition
Higher Self Divine Wisdom
Vision/Strategy

Phrases: “I know”
“I see”; “I believe”

Chakra 5 (External & Internal Expression)
**Kindness**
The Mouth
Arms & Hands
Expression; Actions; Empathy

Phrases: “I express”
“"I give”; "I receive”
““I share”; "I stop"
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Practice With a Buddy
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Learn More – Resources

Making Sense of Well-Being (2014)
Well-Being Ultimatum (2015)
Genius Breaks (2017)
Virtual & In-Trainings (2018)

Dr. Suzie Carmack, PhD, MFA, MEd, ERYT
www.DrSuzieCarmack.com
www.CenterforWellBeingEducation.com
www.GeniusBreaks.com

Let’s Connect On Facebook and LinkedIn!
Backup Slides
Why Stress Matters at School

➢ TEACHERS: Today’s K12 Teachers are Stressed Out and Burning Out
   ❖ 73% say their work is “often” stressful, while only 3% say it is “rarely” stressful - Teacher Quality of Life Survey
   ❖ The Teacher Burnout Epidemic, Psychology Today (February 2017)
   ❖ The Clicking Clock of Teacher Burnout, The Atlantic (September 2016)

➢ STUDENTS: Their stress level increases when their teachers are not coping well
   ➢ Teachers’ occupational stress is linked to students’ physiological stress reaction in the classroom throughout the school day (Oberle and Schonert-Reichl, 2016).
   ➢ Students need self-awareness, self-regulation and self-coping solutions for stresses during day – for both optimized academic performance and more cooperative and collaborative classroom engagement

➢ SCHOOL LEADERSHIP: They need support too
   ➢ Staff has stress challenges too; K-12 administrative and mental health turnover is an ongoing challenge.

➢ SCHOOL DISTRICT: Policy implementation is hard without turn-key programming
   ➢ Many states mandate that schools have a wellness program in place, and Champion. Often the teacher selected does not have training in wellness and/or is looking for additional “turn-key” resources for the school staff.
Step 1: Free K12 Genius Break Challenge

- A Free 5-day Challenge
  - A daily video (less than 10 minutes) teaching the Genius Breaks method
  - Tailored to k-12 teachers – how they can bring Genius Breaks to their classrooms
  - 135 teachers registered in 2 weeks; 31 states represented (Fall 2017 – 3 weeks)
Genius Breaks Challenge
By U.S. Region

- Northwest = 4
- Midwest = 29
- Northwest = 5
- Southeast = 11
- Midatlantic = 36
- Southeast = 11
- Northeast = 40
5 Day Challenge Registrations First 20 Days

Series 1
Registrants = Faculty (pre K-12) 
n=101

- Prek = 4
- K-6 Faculty = 57
- 7-8 Faculty = 12
- 9-12 Faculty = 19
- K-12 = 2
- Health / PE = 3
- University = 4
The Genius Break Curriculum (Carmack, 2018; 2017; 2008) combines mindfulness, movement and meaning – and is designed to benefit students, teachers and staff for the entire school community.

**Teachers learn to:**
- Lead mindful movement mini-breaks and to integrate them into their class day in ways that do not prohibit but rather promote student learning and curriculum delivery – by reducing test anxiety, increasing daily engagement, and reducing behavioral problems & bullying
- Teach their students self-management and self-regulation practices based in mindfulness, movement, and “meaning” (communication)
- Practice mindful movement breaks as part of their own workday (teaching day) during prep periods to reboot themselves for teaching time.
- Lead mini-workshops for their school community to promote the well-being, engagement, and cultural benefits (see below)
- Become change-agents for well-being (wellness champions) in their school community

**Students learn to:**
- Self-regulate their emotions through mindfulness – including management of test performance anxiety;
- Use movement as a way to learn (kinesiologically), and to improve their creativity and mental focus;
- Use “meaning” based exercises to practice both self- and fellow student-compassion, so as to engage more cooperatively the classroom with their teachers and peers

**Ripple Effect: Staff and Community Members Benefit when Teachers Share Their Learning in Workshops and Wellness Programs to:**
- Use mini-breaks as a tool for their own stress management & overall healthy lifestyle
- Practice Dr. C’s “movement vitamin” – a quick way to fight the health risks of sitting-too-much during the day
- Practice mindfulness during everyday activity – as part of an overall commitment to engaging fully & living well
Case Study: St. Mary’s County Public Schools

Lisa Hilf Clow, a long-time personal friend of Dr. C saw on Facebook in Summer 2017 that they shared the common interest of promoting yoga, mindfulness, movement and well-being. She decided to check out Dr. C’s books Genius Breaks and Well-Being Ultimatum, and thought that they would work well at her school to promote teacher health and well-being.

Results: Lisa has supported promotion of Genius Breaks challenge to national networks, including SHAPE. This testimonial/support was an important factor in the national rapid growth of the GB challenge.

She hosted a Fall 2017 professional development training at her school to teach her fellow teachers how to bring Genius Breaks to their classrooms. (She did this just by reading the book). Response was very favorable, and a request was made by teachers for more training.

She is hosting a 2017-2018 "book study" to work with teachers to get them to competency of leading GB’s in their classroom. In two sessions she is getting requests for further training from administration and fellow faculty members.
About the Instructor / Founder

Experience in Yoga Teacher and Health and Well-Being Coach Training:
15 years of international experience training teachers, coaches, trainers, and teacher trainers (professional ed courses)
23 years of experience in mind/body education – 3000+ hours of instruction (clients, classes and teacher trainings)
24 years of experience in higher education (both graduate and undergraduate students)
15 years of consulting experience at community and federal levels (NIH, CDC, CMS, DoD, NPS)
– including health promotion students at American University & education and public health students at George Mason University

Current:
Adjunct Faculty, George Mason University (Well-Being, Integrative Health, and Compassion in the Workplace)
Founder / Director / Trainer*: Well-Being Online Academy (WBOA) and Genius Break Method Training Programs
*Trainer of Coaches and Teachers: Yoga Alliance and International Association of Health and Wellness Coaches

Professional Training:
Advanced Degrees in Health Communication (PhD), Kinesiology (Med), Theatre (MFA)
Yoga (ERYT 200 since 2006; RYT 500 since 2013), Comprehensive Pilates (PMA-CPT since 2004), Fitness (ACE-CPT since 2006)
20+ years of dance and movement training, including Graham, Limon, Humphrey/Weidman, and Laban/Bartenieff Methods

Civic Work and Voluntarism:
Advisory Council, Northern Virginia Conscious Business Association
Advisory Council, George Mason University Chief Well-Being Officer Program
Former (Founding) Board member, International School Yoga and Mindfulness (K12yoga.org)
Coach/consultant to Pan American / World Health Organization Team (PAHO/WHO)
Dr. C’s Amazing Advisory Council
Lisa Clow, St. Mary’s County Public Schools
- Developing online CEC course for State of Maryland and Peer Mentor Program, Maryland Schools
- Assisting with networking with SHAPE and other national Health / PE networks
- PhD student in public health, research focuses on teacher health and well-being

Shiela Escamilla, Classroom teacher at Briya Charter School, DC + GMU Student of education & public health
- Currently teaching Well-being Ultimatum curriculum to parents; saw improvement of retention

Ilana Feuchter, Marketing Consultant
- Assisting with community outreach efforts (VA)

Dr. Kristina Hannum, Consultant
- Holds Masters’ degree in Elementary Education (Montessori specialty) + Higher Education PhD
- Assisting with Retreat (May 4-day) scheduling and development

Alexis Hartwick, Director of Education, Keegan Theatre, Washington, DC
- Holds Masters’ degree in Education and has 10+ years of K12 teaching experience (drama)
- Has worked with Dr. C for 10+ years on curriculum development including online training videos (2009)
- Has completed RYT 200 training with Dr. C (2015) and has served on Dr. C’s prior RYT faculty
- Has co-presented with Dr. C at the national kids yoga conference (2016)

Dr. Suzanne Kennedy - UNC Chapel Hill
- Regularly collaborates with Dr. C on koshas of well-being framework implementation, translation, and outcomes research
- Co-presents with Dr. C on koshas of well-being framework at national/academic conferences; assists with local conferences
- Co-authoring book and online course on Integrative Health Coaching with Dr. C
- Completed Level 2 Integrative Health Coach Certification with Dr. C and in progress Level 3 RYT 200 training with Dr. C

Dr. Jen Petrie, University of Pittsburgh
- Advising on national issues of educational concern

Susan Standbrook – Curriculum Specialist in PreK-12
- Assisting Dr. C with promotion of Coach and RYT programs
- Integrating Mindfulness into English and ESL Curriculum.

Sueann Tupy – Fairfax County Public Schools
- Teaches mindfulness in classroom + proposing yoga teaching at Groveton ES for 2018-2019 school year

April Crowell Thurfield – Mercer
- Advising Dr. C with business model and long-term development

Thank You!
Contact Us

Questions?
We’d love to help you. Email us to set up a no-obligation call at letsgetcentered@gmail.com

Contact Us:
Genius Breaks Method Training Programs
c/o Well-Being Online Academy
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