

Mindfulness may not be the first thing one thinks about STEM Sports®. However, mindfulness is essential to fully understanding the design and benefits of the STEM Sports® curricula by way of the following:

- Approximately 85% of STEM jobs anticipated for the year 2030 have yet to be invented.
- Moreover, within the next 10 years or so, 80% of all jobs will be STEM related.



The STEM Sports® curricula distinctly blends STEM content areas through hands-on/active play and sports. Active play provides a mechanism to teach STEM concepts; therefore, learning is integrated, engaging and meaningful as participants are exposed to STEM applications through real world experiences.

**Teachers** of the curricula should be mindful of the fact STEM Sports® curricula are:

- Collaborative in nature, ensuring peer-to-peer learning opportunities
- Inquiry-based, allowing learners to discover information for themselves
- Designed for problem-solving: an essential lifelong skill
- Hands-on, engaging all types of learners
- Student-led, encouraging ownership of learning
- Active, promoting physical activity and wellbeing

**Participants** of the curricula should be mindful of the fact STEM Sports® curricula are:

- Introduction to STEM concepts, facilitating comfort with STEM content areas
- Blending play and sport in an environment that is engaging, fun, and applicable to life outside the classroom
- Designed for all ensuring success for all participants – students do not have to be athletic or excel at science to accomplish curricula tasks
- Applicable to the real world where learning is meaningful for all participants

In sum, stakeholders should be mindful of all the STEM Sports® curricula have to offer. The unique design of the STEM Sports® curricula is essential to maximize learning and the understanding of STEM concepts in sports and life applications.

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