

# **Bringing Mindfulness Into Schools to Help Improve Children's Health**

## **A Special Interview With Carin Winter**

### **By Dr. Joseph Mercola**

#### **Dr. Joseph Mercola:**

Welcome, everyone. It's Dr. Mercola helping you take control of your health. And today we're going to have a really fascinating discussion about meditation and consciousness, and the facilitator for that is a woman I met at the Documenting Hope Conference in Orlando a few weeks prior to this recording. And I met her in an exhibit section and she had shared her interest with me in meditation. And what she was doing, I thought, sounded intriguing because I definitely had a pretty significant meditation practice and I thought I understood it. But since the time we met, I've actually done a lot of exploration. We'll talk about that in a moment. But I've changed my views on things quite a bit, which I always do. I'm always in a process of revising what I understand to be true.

But we're going to talk about the meditation first and then we'll get into that. So, Carin Winter is a pure soul who strongly believes in the value of meditation to improve consciousness levels. And in an effort to expand that awareness to others, she's developed an organization that is committed to teaching children how to do this. And I will let her take it from here. So, Carin, why don't you tell us a little about your journey and how you got here and what your organization's all about?

#### **Carin Winter:**

Great. Thank you, Dr. Mercola. It's my pleasure to be here. It's an honor, truly. I've admired you for a very long time, and I love the work that you do in the world. You're one of my all-time heroes, so thank you for having me. So, hi everyone. I'm Carin Winter, the founder of Mission Be, and we're a nonprofit that brings mindfulness into schools and organizations, but primarily schools. I founded the organization in 2013, and I was a social worker at the time in Islip High School, and I had been working with adolescents by then [for] about 14 years. I started off as a social worker working in the foster care system with youth that were considered hard to place in group homes and residential treatment centers. I had done some clinical work under a psychologist and a clinical social worker.

And then I worked at Islip for about a decade, and I saw that a lot of our students were really dysregulated, so they had an inability to manage their stress, they had a lot of anxiety, depression, substance abuse. We had, really, an epidemic of heroin go through our school, and it was shocking and devastating, and we needed a solution. And as a school social worker, I would see around 120 students a year, which there were 1,200 students in the building. So about 10% of them were getting social work counseling, and then the other 90% weren't really getting any mental health support, unless they were getting it outside of the building. Also, we were implementing curriculum through the health classes, and our district did the best to bring in [a]

good curriculum, but I just wasn't personally satisfied with it. I didn't think that we were teaching the children the skills to self-regulate.

So, I started a pilot in our high school and it was voluntary, and 56% of our students signed up voluntarily to participate in this program as an alternative to Phys Ed twice a week for eight weeks. And we collected some data at the end and it was phenomenal. The students loved the program. They had reductions in stress, reductions in anxiety, and they really enjoyed themselves. So, after launching that pilot, I started working with the elementary schools in my district, although I was not assigned to them. And I asked my principal if I could leave every Friday from 12:00 to 3:00 [p.m.] and teach meditation. So, one of my friends was a teacher over in the elementary school and she's like, "My kids are so stressed, you have to come help me out." So, I went over there for a few Fridays in a row and within a month I had 17 requests from elementary school teachers to go in their classrooms.

So, at the time, I owned a yoga studio as a side hustle – because you know educators don't make a lot of money – and I recruited about seven yoga teachers that were stay-at-home moms. They had degrees in social work, psychology and education, and they assisted me in building out this curriculum. And we all went in once a week for eight weeks to these 17 classrooms, and at the end we had 500 students quietly meditating in the field. And it was unbelievable. It was the most moving day of my life. It was life-changing. And I knew that that's what I wanted to do rather than stay as a school social worker. And Dr. Mercola, if it's okay with you, I could share a photograph from that day. Would you like to see?

**Dr. Joseph Mercola:**

Sure, yeah.

**Carin Winter:**

A photograph of that.

**Dr. Joseph Mercola:**

Please do.

**Carin Winter:**

There's nothing that tells this story better than this picture. I feel like it's better than most data.

**Dr. Joseph Mercola:**

Yes, indeed.

**Carin Winter:**

Yeah, if you look here, you can see all of these children meditating and you can see their faces, their posture. They are actually sitting and doing a mindfulness practice.

**Dr. Joseph Mercola:**

Thank you for sharing that photo. I am really curious as to the average age of the children you were teaching this because it's a big part of the discussion I want to have with you. That's a very large part of it actually, because I thought the age of the children in the photo you just shared was probably 10, in that range somewhere, give or take a year or two. Is that accurate?

**Carin Winter:**

Yeah. Those children in that particular photo were around third through fifth grade.

**Dr. Joseph Mercola:**

What's the age of that? 7?

**Carin Winter:**

Yeah. Yeah, around 7 to 10.

**Dr. Joseph Mercola:**

Okay, 7 to 10.

**Carin Winter:**

8 to 10-ish.

**Dr. Joseph Mercola:**

Because there's a big difference between that and the adolescents that, really, I wouldn't classify as children at all. They are really mini adults who you are addressing in high school – different physiology, entirely different status circumstances.

**Carin Winter:**

Correct. Yeah. We have two separate curriculums, one for middle and high school, and then another one for elementary. And within each curriculum, it's tiered for academic learning. Yeah.

**Dr. Joseph Mercola:**

Okay. All right. So, thank you for the clarification. I'll let you continue with your journey.

**Carin Winter:**

Yeah, no problem. Yeah. So, we started this pilot and then, actually, Fox did a special on my nonprofit and it aired nationally, and we got calls from all over the country from Wyoming to Kansas, but primarily, we got a lot of calls locally. And so, I was working full-time at the school and I started implementing with my volunteers in different school districts, and it came to be too

much work. So, I took a one-year leave of absence from Islip. I moved out to Silicon Valley because apparently that's the place to start for startups. I actually moved into a startup house. It was supposed to be middle-aged women working on humanitarian projects, but 90% of them dropped out. So, they moved me two days before into a house with startup entrepreneurs, guys in their early 20s.

So, I was turning 40 that year. So, I was living in a unique environment. We were living in The Castro in San Francisco, which I absolutely loved. It was really fun. And I learned so much from these young men about how to build a business plan, how to create a digital application, how to use Amazon Calculator. And so, I spent the whole summer in basically a bootcamp, learning how to start a nonprofit, and it was spectacular.

And so, from there we stayed in New York, and I basically was bicoastal for six years. And we started implementing in some of the highest performing Silicon Valley schools, and some of the lowest performing schools in the Bay Area as well. But schools like Menlo-Atherton, which we're still in, over at Sequoia Healthcare District. We serve a lot of schools within that district, as well as Mountain View and Los Altos, which is where all of the big tech companies are located. And we're still in those schools today. We've been with Mountain View and Los Altos for a while, and we do that through grant funding. And then we still implement it in New York. So, right now, this day, on this day in particular, we're in 26 schools this semester in New York, and we're impacting 10 schools in California where we're providing direct services. So, we're actually going into the schools once a week for a number of weeks, it varies between the district and their budget, and we're implementing a mindfulness curriculum.

So, do you have any questions or I could share with you what the curriculum includes if you're interested in that?

**Dr. Joseph Mercola:**

Sure, that would be great.

**Carin Winter:**

Okay, cool. So, our content essentially is based on evidence-based practices like breath, movement, visualizations, affirmations, sharing circles and silent seated breath. And so, when we go into a classroom, we're there for approximately 40 minutes. We start the students, and it changes based on their learning level and their grade level, but we have a bit of a rhythm to how we provide the program, and it's very interactive and it's very fun. So, we'll start with some movement, like some gentle stretching. We don't have to rearrange the room. The kids will stand right next to their chairs. And they'll do some gentle movements for maybe four or five minutes. Then they'll sit back down, we'll do about a four- or five-minute guided mindfulness practice. Now if they're in kindergarten and they're restless, we might be doing two minutes. After that, everyone stands and we do a circle share. So, we get around the circle and everyone shares how they're feeling or something they're grateful for, or one thing they love about themselves; it depends on the topic.

Then they sit back down and we introduce a topic. So, let's say the topic is gratitude. We'll introduce the concept, we'll talk about some of the scientific benefits of being grateful, we'll share some data that's age appropriate, and then we'll have them engage in an activity. So, now they'll get into a big circle and share something they're grateful for about their family or school or their general life. That particular lesson that I'm using as an example also includes an art project, so the students will all – it's called the gratitude sun, so we make a giant sun and we take strips of paper and every child writes what they're grateful for, and then we post it in the classroom.

So, that's kind of the rhythm, and then it ends with a visualization. So, the students will close their eyes and we'll take them to either a beach or a rainforest, because children are imagination-deprived these days thanks to technology. And they'll sit and they'll do a visualization and we'll close with an affirmation. And depending on their age, they'll either say what they're grateful for out loud or they'll say their affirmation out loud. And then we'll wrap it up and we'll ring the bell and time is up, and we'll do another sharing circle sometimes at the end, if we have time.

And if we have just a few more minutes, we'll play a game. And the games tend to be interactive and fun, and they can get the kids a little rowdy, so sometimes we don't always do the game, but if we are like, "Okay, we really knocked them out. They're really sleepy. Let's get them amped up again," we'll play a fun, social, emotional game. One example is car and driver. So, we'll play reggae music or something upbeat and fun, and the child in the front will be the car, the child in the back will be the driver, and the car's eyes are closed and they're directing them around the room. And it's a trust building game and a team building game.

So, we integrate a lot of games and movements. We also take the children outside. They are nature-deprived. They need vitamin D. They're locked in a building from 8:00 a.m. to 3:00 p.m. During winter they have recess inside, which I believe they should be able to tolerate the cold for the most part, at least in New York. And so, we think it's really important. So, unless it's teeming rain and they're going to have to wring out their clothes, if it's a light drizzle or some snow or a little wind, nothing stops us. We take them outside, they do a mindful walk where they feel their feet on the earth. They're welcome to take their shoes off if the teacher's cool with it. We've had them hug trees, we're tree-huggers.

And then they sit down and they find something loose in nature, whether it's a blade of grass or a leaf. And we sit in a circle and everyone describes, kind of like show and tell, "This is what we got." And we look at how the leaf is so similar to our palm and really give the children a time to integrate and engage in nature. We have about 12 different topics. Lesson 1 is about neuroscience. So, essentially there's a rhythm to the lessons, and then there's the topics. Do you want me to get into topics? You want me to go through some of the topics? I don't have to go through all 12, but maybe just a couple of them?

**Dr. Joseph Mercola:**

Yeah, sounds good.

**Carin Winter:**

Okay, cool. So, lesson 1's about neuroscience. So, we teach the children about the amygdala. You have one here and here, and it's the alarm center of the brain. So, I tell the students, "If you see a tiger in the jungle, your amygdala is going to go off and you're going to run and hopefully escape this tiger." But there are no tigers hanging around Islip, New York. So there's the paper tiger, right? There's state tests, there's deadlines, there's homework. And sometimes our amygdala is off because we have to stand up and speak in front of the class. And that can be fearful, it causes fear. So, we can take a deep breath and calm the amygdala. And when we do that, it allows our prefrontal cortex, which is right here, which is responsible for higher order cognitive functioning and information processing, and our hippocampus, which is responsible for memory, to function better.

And so, the children, even in kindergarten, they learn the word amygdala, which is so cool, and they say it, "Amygdala." And as they get older, we teach them a little bit more neuroscience, we teach them about the sympathetic and the parasympathetic nervous system. When you're stressed, you're in a sympathetic state. When you're not stressed, you're in a parasympathetic state. And that mindfulness is a practice and that the more frequently we practice these breaths, the more we're able to self-regulate and calm down and focus and relax. And so, even kindergartners want to know, why are we doing this? They're fascinated by the neuroscience piece of it, and the neuroscience piece is an important piece for even a young child to understand.

So, after lesson 1 in neuroscience, in lesson 2, we teach them about digital detox, which is part of meditation. Our phones are very disruptive. 75% of kids, I read in one study, are up at night with their phones with blue light.

**Dr. Joseph Mercola:**

This technology did not exist in the last generation.

**Carin Winter:**

Exactly.

**Dr. Joseph Mercola:**

It didn't. So, it's a perversion of biology, absolutely. So, I'm glad you're doing that.

**Carin Winter:**

Yeah, it's terrible. And so, my dad had a beeper. I was born in 1974. My dad had a beeper that was like – Our computers were black screens with orange font. And now they have whole-

**Dr. Joseph Mercola:**

Monochrome. I remember those days well.

**Carin Winter:**

Yeah. Yeah, so we teach them about digital detox, and we don't just lecture them. We talk about the fact that – the ways technology affects us and how it affects our sleep, how it affects our levels of empathy towards one another, how only 2% of people can actually multitask. And the average teen checks their phone about 150 times a day. Adults tend to be somewhere in the 70 to 80 range, unless you're like an entrepreneur, then you're probably checking it more than a teenager. But children report that – 45% of teens report that they're on their phone on basically a consistent basis. And they get, on average, about 239 alerts from their phone a day, which is really high.

**Dr. Joseph Mercola:**

Oh my gosh.

**Carin Winter:**

Yeah, 239 was the data.

**Dr. Joseph Mercola:**

You know how many alerts do I get a day?

**Carin Winter:**

How many?

**Dr. Joseph Mercola:**

Zero.

**Carin Winter:**

Nice.

**Dr. Joseph Mercola:**

They're there, I never look at them. So, it's essentially zero.

**Carin Winter:**

Yeah, that's great. I love it. The only thing I have on is, when it's not in sleep mode or mindfulness mode, I have text message come through. I never get email alerts. I don't engage in social media on my phone.

**Dr. Joseph Mercola:**

Yeah, yeah. Good. Perfect.

**Carin Winter:**

Yeah, yeah. So, I have to be a role model. You have to practice what you preach.

**Dr. Joseph Mercola:**

Yes, absolutely. Can't be [a] hypocrite.

**Carin Winter:**

Yeah, exactly. So, the students, we do this one activity, which is really impactful, and we get them in groups of three. One of them will be texting, the second person's trying to engage them in a dialogue, and the third person is a witness. And then we time it for a minute and they all switch for three minutes so they all have an opportunity to be in each position. And at the end, we ask them, "How did that feel? How did it feel to be the observer?" And almost in every class they say, "I can't believe that this is how we live, Mrs. Winter. I can't believe it's so rude." And the texter says they felt rude, they felt disrespectful. The person trying to engage them felt ignored. And we remind them like, "Well, this is how we're living and we're living in a distracted world."

And all that data shows the importance of being present, making eye contact. And then after that, they do an activity where they walk around the room and they say, "I'm here to be seen and I see you." And they make eye contact and they give a little heart, and it's about connecting. So those are just some examples of what we do in the class. We teach about compassion and empathy and vulnerability. We have the students engage in activities where they share, and this is with the upper grade level, what's something difficult that's happening in your life like rose, thorn, bud. Something that's blooming, that's positive, something that you're going through that's difficult and something that they're working on.

So, they do these activities that require vulnerability. So, we teach about Brené Brown's work and being vulnerable, and that how when we're vulnerable, it sparks empathy in another person. It sparks compassion. And so, it's really important that the students get to know one another beyond the surface of how they look or how they dress or what part of town they're from. And that practice of empathy and compassion helps reduce racism, helps bring a sense of compassion and understanding to one another. So, we're really keen on circle sharing to help students be more loving and compassionate to one another.

And then at the end of the 12 weeks, because I don't want to go through all 12 lessons because it'll be too much, but at the end of the 12 weeks, they learn how to be altruistic. And our program is secular, so you won't find – even though sometimes when I teach yoga, I might use a different language, but you won't find Sanskrit or anything that's going to be considered somewhat controversial in a school. We scale into public schools, Catholic schools, Christian schools. We've impacted 28 states and 11 countries digitally. We haven't traveled to all these countries. So, our program has to be acceptable for people of all beliefs and all school systems. So, it's really non-controversial.

**Dr. Joseph Mercola:**



Well, that is fantastic. I'm just so delighted you're committed to spreading that type of education around because it's desperately needed. There's no question about it. Now, I alluded to earlier in your introduction that my life has taken quite a dramatic turn since we met in Orlando. I've actually been invited to write a book because of my interest in health that will likely be – And it'll be published in the next six months. And it focuses on the integration of consciousness in biology.

I'm pretty well studied in biology, at least the optimization of biology. But consciousness was always a mystery to me until I encountered a mentor. And so, I've been exploring this deeply, and I actually had a very deep discussion for a considerable amount of time earlier this morning prior to our conversation about this topic, because it's been fascinating. And personally, I viewed meditation as a powerful discipline. But actually, I'm going to put a halt on my sharing because there was one other question I wanted to ask you because it's going to help me refine my responses somewhat. I'm really curious because, I didn't ask for it, but you didn't provide expanded details of the type of meditation you were teaching in your program?

**Carin Winter:**

Yeah. So, that's a great question. I was going to actually guide you through one of our practices, if that's okay, so you can experience it?

**Dr. Joseph Mercola:**

No, we don't want to do that.

**Carin Winter:**

Oh, no? Okay.

**Dr. Joseph Mercola:**

For health reasons I'll go into it in a moment.

**Carin Winter:**

Okay. So essentially, what we do is we teach mindful breathing. We have the students sit and we do a variety of different breaths. So, one breath is called the ocean breath. So, the children will close their eyes, they will sit back, roll their shoulders back and down, sit up nice and straight, and they'll take a deep breath into their belly, feel their belly, lungs and chest rise and exhale, feel their chest, lungs and belly fall. And the breath is in and out of the nose. So, it's self-regulating, it's calming, it's soothing. And then we'll do this breath for maybe three or four minutes. We can do up to 12 minutes. The issue is we don't have a lot of time to do – We don't do a 20-minute seated practice.

**Dr. Joseph Mercola:**

Okay, perfect.

**Carin Winter:**

I've experimented with that. It wasn't super welcomed in the school districts we are in.

**Dr. Joseph Mercola:**

Yeah, that makes sense. You have to be pragmatic.

**Carin Winter:**

Yeah, so it's more pragmatic, yeah. And so, we teach the students [that] this is a breath that you can use while you're sitting before a test, when you ask someone on your first date, [or] when you're at a job interview. This is [a] very tangible, usable breathing practice that you can utilize, but you can also do it in the morning. And we encourage them to do a seated practice every morning for four to eight to 12 minutes, or 20 if they've been working with us. If we're with them for eight weeks – I mean, there was one school that we had a 36-week program, so we were there the entire school year. So, for those students, we can go deeper with them, we can do a longer practice. But if we're only there for four weeks, we're not going to have them do a long practice, because even a grown adult needs time to build up to a longer practice.

The other thing we do is we give them focal points. So, we might say, "Close your eyes." Or there's maybe one or two students in a class that have a difficult time closing their eyes. So, they can put an object on their desk, whether it's a fake flower or a little thing like this little turtle. They'll put something on the desk that they can focus on and keep their eyes open. We never force the children to close their eyes because we want to be trauma-sensitive to that. Another thing we do, we do a variety of other breaths such as the five-and-five breath, which is a normalizing breath.

**Dr. Joseph Mercola:**

Oh, okay. That's good enough. I don't really need to get into all the specifics. I just wanted a general idea of what you're doing, and that was more than sufficient to answer my question. So, thank you.

**Carin Winter:**

Sure thing.

**Dr. Joseph Mercola:**

So, let me continue with my explanation. Because I've admired and respected meditation considerably, and had developed a practice that was pretty advanced. I would use a brainwave and treatment technology called NuCalm and range to the point where, because of my sleeping patterns, I would be meditating for – I mean, the lowest point was an hour, but typically it'd go up to two hours.

**Carin Winter:**

Oh, wow.

**Dr. Joseph Mercola:**

On a regular basis. But as I mentioned earlier, so that was my experience. I was a big fan, and this was my current practice when I met you, which is why I was so enthralled with diving deep on this. But since I met you, I've taken a tangent and learned deeply about this. And I was invited to write this book because of]my expertise in biology and what I've come to learn by writing it. I didn't realize at the time – this is a recent epiphany, a really important epiphany because I think the intention of your practices – And many of them are spectacular. I applaud what you're doing and they're absolutely necessary – But I strongly believe and I'm absolutely convinced that it could do even better with some tweaking, and I'm going to review why I think that is, and hopefully it's something you'll consider. But what I've learned is that when your biology is optimized, and yours is, I sense you're a really healthy woman. That really is the-

**Carin Winter:**

I use the NuCalm app.

**Dr. Joseph Mercola:**

I'm sorry?

**Carin Winter:**

I use the NuCalm app.

**Dr. Joseph Mercola:**

Yeah, yeah. Well, I'm not using it anymore.

**Carin Winter:**

Oh, you're not?

**Dr. Joseph Mercola:**

I abandoned it. I think the NuCalm app, if you're going to use an app, it's one of the best.

**Carin Winter:**

One thing [inaudible 00:25:48].

**Dr. Joseph Mercola:**

But I think there are better strategies. Does it help? Probably, but why would you do something when there's something that's far more effective? I mean, exponentially more effective, which is

what I've stumbled upon. And I thought we were going to talk about NuCalm, but there's no reason to.

**Carin Winter:**

Okay.

**Dr. Joseph Mercola:**

From my point. So, when you optimize biology, you radically improve your body's ability, your biology to connect to consciousness. That's why you're so good at this, because you're healthy. People who are not healthy lose this ability. And this is one of the reasons you're seeing this devolution in the youth of this country, because their health is so seriously jeopardized for a wide variety of reasons, and I really don't have time to go into that now, but their health has declined dramatically. And when that happens, your ability to connect your consciousness is seriously impaired. So that's the first item of agenda. Obviously, that's not within your scope of what you're doing now-

**Carin Winter:**

Well, I can talk anecdotally about it-

**Dr. Joseph Mercola:**

-but it's just important to understand it.

**Carin Winter:**

Anecdotally-

**Dr. Joseph Mercola:**

I'm sorry?

**Carin Winter:**

Anecdotally, I could talk about that, in witnessing children in the group home that I worked getting food from the state.

**Dr. Joseph Mercola:**

Oh, gosh, I'm sure. Yeah.

**Carin Winter:**

It was horrible food. This was 20 years ago. I worked there [when] I was 28 – I'm 49 [now] – and I tried to do an intervention. It was a nonprofit organization that I worked at, and I said, "We have to change the food for the children." They're overweight, they're obese, they're not healthy.

We're not requiring them to exercise. And they were lethargic, not to mention that the majority of the kids in the group homes were taking a plethora of psychiatric drugs. They were giving these kids-

**Dr. Joseph Mercola:**

Sure, which only compounds the problem, absolutely.

**Carin Winter:**

What's that?

**Dr. Joseph Mercola:**

It only compounds the problem.

**Carin Winter:**

Yeah. So, if you're taking a child that's experienced severe trauma, poverty and all of these things – and these were children that didn't even have a strong diagnosis of a severe mental illness. They had maybe some mild depression or adjustment disorders, things that were not super – you wouldn't want to highly medicate someone for just an adjustment disorder.

**Dr. Joseph Mercola:**

Well, there's virtually almost never an indication to give someone a psychiatric medication.

**Carin Winter:**

Exactly.

**Dr. Joseph Mercola:**

Because it's just an ignorance of biology that causes them to do that.

**Carin Winter:**

Right. So, the point is that they were over-medicating these children. In my one house, they were on two or three psychiatric drugs. And then on top of that, they were giving them the worst food on the planet, government cheese, the lowest – I was researching the grade of food that they were giving us, it was basically the lowest-grade food you could sell in America.

**Dr. Joseph Mercola:**

Yeah. Because they were profit driven and that's the overriding variable is [to] improve the finances.

**Carin Winter:**

Yeah. So, I started teaching mindfulness in the group homes, and I saw really good results. But when you're combating that with poor health, it becomes an issue. And if you want to talk about psychiatric drugs, I actually lost my sister Beth, and I don't remember if I told you this at the conference, and I'll show you her photograph as well, but I lost my sister, Beth, 20 years ago in 2003 to a side effect of Paxil.

**Dr. Joseph Mercola:**

I couldn't agree more. The SSRIs, the serotonin uptake inhibitors, Paxil of which is one, there is never, never, never, never, never an indication to use that drug or Prozac or any of the SSRIs. They will invariably make you worse. Yes, they may pacify you, they may quiet you, and your symptoms may be more tolerable to those around you, but it absolutely will make your health worse. And in your case, like your sister, it can kill you. It absolutely increases the risk of suicide. No question about that.

**Carin Winter:**

And they're black box warning labeled for children-

**Dr. Joseph Mercola:**

Yeah, yeah, absolutely. I couldn't agree more.

**Carin Winter:**

-altogether. So, no one should be prescribing to children.

**Dr. Joseph Mercola:**

Yeah. So, my entire 50 years, I've spent seeking to understand how to optimize biology, and I'm actually arrogant about it, but I've become world-class in this. There's not many people on the planet who understand this better than I do. And that's why I was invited to write this book.

But I'd never, never understood that optimizing biology improves your consciousness level. And if you don't have that, it won't work. It will be seriously impaired, seriously impaired. So, your observation was spot on. Because you were healthy, your perception was accurate, you really perceived reality at a very fundamental place. So, that's a whole separate topic. So, we're in agreement that you have to optimize biology, and this is a new appreciation that I just learned the last two weeks or so, that optimizing biology improves that. And I actually gave a presentation on this before I understood it about this topic, and I said that, but I wasn't aware that that was the case. But now I'm confident of it with 100% certainty.

**Carin Winter:**

Right.

**Dr. Joseph Mercola:**

So, that's the basis of it. But what I want to share is that my experience with meditation has transformed. So, I was meditating – Let me go into another point. One of the benefits of optimizing your biology, and this, I never understood either, if your biology is fully optimized, do you know how much sleep you need a night?

**Carin Winter:**

Seven hours, six hours?

**Dr. Joseph Mercola:**

No, seven would be the answer if you agree with Matt Walker and all the other sleep “experts” who don't understand optimizing biology. And the studies are really clear, really clear, you need between seven and eight hours a week.

**Carin Winter:**

A week?

**Dr. Joseph Mercola:**

And if you ever think about violating that rule, you'll prematurely sabotage your lifespan.

**Carin Winter:**

Wait, did you say you need seven to eight hours a week of sleep?

**Dr. Joseph Mercola:**

No, of sleep, of sleep.

**Carin Winter:**

Oh.

**Dr. Joseph Mercola:**

I mean, at night. I'm sorry. I meant a night. I said a week. I meant – no, no, no, seven to eight hours a night. That's the established norm. That's what everyone believes. And there's literally hundreds, thousands, tens of thousands of studies to support that. But what those studies fail to integrate is they don't appreciate what optimized biology looks like. And it's an interesting component of this because when you optimize biology, you improve your body's ability to efficiently create more cellular energy.

**Carin Winter:**

Yeah, if I'm sick, I can't meditate. If I'm not feeling well, I'm not going to have a good meditation practice.

**Dr. Joseph Mercola:**

Well, I'm going to hopefully convince you that that's not the case.

**Carin Winter:**

Okay.

**Dr. Joseph Mercola:**

It's the case from your definition of meditation, but my definition of meditation just exploded this morning. I mean, that's just how new this information is, which was inspired and catalyzed by our interview because I wanted to explore this topic. So ideally, meditation is connecting to that energy, and the way that you know that if you're doing it – Because I learned this morning that I'm meditating a lot. Do you know how much of my wake time I'm meditating? Take a guess. You might be shocked.

**Carin Winter:**

Two hours, four hours?

**Dr. Joseph Mercola:**

No, that's a good question.

**Carin Winter:**

Going high?

**Dr. Joseph Mercola:**

No, 78% of the time I'm awake I'm meditating.

**Carin Winter:**

Wow, that's impressive.

**Dr. Joseph Mercola:**

Okay? 78%. Now I am not-

**Carin Winter:**

You're in a meditative state or you're actually sitting [inaudible 00:33:05]?



**Dr. Joseph Mercola:**

That's right, it's a matter of definition. It's a meditative state, which is the intention of doing the meditative practice that you described earlier and is widely acknowledged as the way to do this. But those are disciplines that take us away from the true meditative state. And I was shocked. And I think you'll be able to confirm this because of your exposure to all these children that you're teaching, and you even alluded to it earlier in your conversation that the ultimate – This almost brings me to tears. The ultimate meditation is when you're playing.

**Carin Winter:**

Yeah.

**Dr. Joseph Mercola:**

When you're playing. Kids do that all the time. You don't have to teach a 3-year-old how to meditate because they're meditating close to 100% of the time, if they're healthy.

**Carin Winter:**

Right.

**Dr. Joseph Mercola:**

So, that's why these younger kids in kindergarten – and I was impressed with your efforts to get them out of the meditation state, that you taught them this deep relaxation and play, and then you were teaching them play exercise, which is exactly the ultimate meditation because the purpose of meditation is to get into this timelessness moment where you're not connected to time, where your mind is not focused on everything. Just time becomes – It's absent. It's not there. You're in this timeless state. And that's what kids do almost all the time until they're screwed up by our culture and our perversion of the food they're getting and the electronic assault on their minds. It's all decreasing their ability to increase cellular energy and connect to the energy they're sourced from.

**Carin Winter:**

Right. Yeah, I agree with you. Actually, I was in a kindergarten class – I was in about 10 kindergarten classes last week with half the students had autism and other disabilities [inaudible 00:35:10] in regular classes. And basically, we did play almost the whole time, we did the butterfly breath, which we're-

**Dr. Joseph Mercola:**

Perfect.

**Carin Winter:**

-yeah, we're moving around [inaudible 00:35:19]-

**Dr. Joseph Mercola:**

My guess is you, in real time, figured that was the right choice?

**Carin Winter:**

Yeah. Well, I had a list of animal breaths, so I had – And there's so much-

**Dr. Joseph Mercola:**

But you chose not to use those?

**Carin Winter:**

No, I used them. I used the animal breaths. Oh, but yeah, I did switch up the animals a little bit. Yeah. I winged the animals, so I didn't have a dinosaur breath, but there was a kid there that loves dinosaurs, so instead of doing the lion, we became the dinosaurs. You know what I mean? Yeah, you do a lot of free-styling when you're there. But we did the butterfly breath. We did the dinosaur breath. We became fish. We did all sorts of movements. And then, the kids-

**Dr. Joseph Mercola:**

But you were playing? You were encouraging play?

**Carin Winter:**

Yeah, we play. Yeah, we're playing. Then we have them go around, we do shake it out. We actually were in a – I was in a lockdown drill last week, and I don't know if you've heard about lockdown drills. They're terrifying. They just say-

**Dr. Joseph Mercola:**

No, I never even know such an [inaudible 00:38:09] existed. I'm not surprised, but I never knew that.

**Carin Winter:**

Yeah. They say "Lockdown. Lockdown." On the loudspeaker and all the kids-

**Dr. Joseph Mercola:**

Oh my gosh. It's kind of like the nuclear fallout drills that we did when I was in grade school. You get under your desk because they're throwing a nuclear bomb at you, and it's like that's going to save you.

**Carin Winter:**

Yup. I was in those too, and they should have collected data because I could tell them today that I was completely traumatized from those fallout drills. I said to my teacher, "By the way, if there's a bomb going off and it blows out the windows, we're all going to die, whether-" I was in second grade.

**Dr. Joseph Mercola:**

Yeah, 100%.

**Carin Winter:**

"Whether we're at our desk or in the hall." And she was like, "That's enough out of you, Ms. Winter."

**Dr. Joseph Mercola:**

Yeah, yeah. Because you knew the truth. She didn't.

**Carin Winter:**

Yeah. And I was not afraid to say the truth, even in second grade.

**Dr. Joseph Mercola:**

Yeah, yeah. That's why you're good at what you do.

**Carin Winter:**

Yeah. So last week, I have to tell you, it was traumatizing. I'm in the school, I said to the teacher, "Is this a real lockdown or is this a drill?" She said, "They don't tell us." They don't tell the teachers if it's real or if it's fake. So, the teachers [are] completely dysregulated. We're not sure if there's a school shooter in the building or whatever.

So, I'm with these students for 10 minutes, huddled in a tiny little corner. It was about 5 feet by 5 feet, but their little bodies are so small because they're 5 years old. So, we're all huddled together, knee to knee, shoulder to shoulder. I was holding back tears because, not that I was afraid for my own life, which I guess part of me probably was, but the terror that they experienced during that lockdown drill was horrific. So, I had just only been in the class for two minutes. I just introduced myself, and then it went "Lockdown. Lockdown."

So, then we're sitting waiting and I said to her, "No one's going to tell you if it's real?" And then we heard "click, click" on the door, and she goes, "Oh, that's just the principal checking the door." But I'm thinking, "Well, is it the principal or is it a school shooter?" Because I still don't know. No one's validated this.

**Dr. Joseph Mercola:**

Sure.

**Carin Winter:**

So, the drill-

**Dr. Joseph Mercola:**

Oh, excuse me for interrupting. But now it – I didn't realize what the purpose of the lockdown was. I just immediately thought it was related to COVID. But no, you're referring to school shooters. It just occurred to me.

**Carin Winter:**

Yes, school shooters.

**Dr. Joseph Mercola:**

Is that correct?

**Carin Winter:**

Yeah.

**Dr. Joseph Mercola:**

Okay. I didn't realize that. I didn't make the connection.

**Carin Winter:**

School shooters, which we do have to do prevention. It was just terrifying. So now the kids are completely dysregulated, and I said, "We're not going to get out of this corner. We're going to sit here and we're going to do some breathing." I showed them some breaths, we came back over and I said, "Forget breathing, we're going to play. We're going to play."

**Dr. Joseph Mercola:**

You did it.

**Carin Winter:**

I did it. Yeah. I turned on Bob Marley. I turned on Bob Marley, and we did shake it out, which is like somatic work. We did our right arm like the hokey pokey, and our left arm, and our other arm, and then we did the lion breath, which is "roar."

**Dr. Joseph Mercola:**

That was a perfect thing to do. Yeah, that was perfect. Perfect.

**Carin Winter:**

So, we did yelling. And I didn't care if anyone heard lions yelling, I love a lion breath. We did yelling. We did shake it out. We ran around, we became sharks. We were shark hunting. We did all of these animal movements, and then we got in circles and we shared how we felt. And then I did some breathing. And then one girl said, "I still feel anxious." So we did some more movement breaths, like Qigong style, [inaudible 00:39:20].

**Dr. Joseph Mercola:**

Yeah, yeah, sure. Moving the energy.

**Carin Winter:**

We shook it out again. We shook it out again. I mean, it was the most movement-based class I'd ever taught, which in every single class we do movement and games usually. But the point is, yeah, all I did for 40 minutes was recover them from the lockdown drill. And so, they definitely need play and they need to go outside. They need to play. They need to have fun.

**Dr. Joseph Mercola:**

Yeah. Yeah, 100%, you've nailed it. That's why many of the things you're doing existing are just what they absolutely need. There's no question about it. I have no recommendation other than to continue that. But the concern is establishing a breathing or meditation practice. And there's no question that meditation does provide some physiological benefits. And I've concluded, after I had done this for a long time and actually done some measurements, that one of the primary benefits physiologically is that it increases your CO2 levels.

And interestingly, when you optimize your biology, you create more carbon dioxide if you're doing it correctly, which radically improves your biology and ability to connect to energy. But the thing is, you don't necessarily need meditation to do that. There are other ways to increase the CO2 level. And the breathing and these rigid, rule-based – not necessarily rule-based – but disciplines to free the mind is so unnecessary in kids. It's just like the exact thing that they don't need. They just need to do and be encouraged to do what you just did with them, to facilitate their ability to go timeless and to play. That's the solution. And if they could do that more, improve their health and biology and do the play, they could be meditating 50%, 70% of the day.

**Carin Winter:**

Correct. Yeah. And it's integrative mindfulness. So, in week four, we teach mindful actions and mindful actions is all about integrative mindfulness. And we talk about that mindfulness isn't just – We talk about this in week one as well, about integrative mindfulness, but we get deeper into it in week four. And we say that "Mindfulness is 24/7." That's the quote in our curriculum. It's 24/7. It's how you treat other people, it's how you speak, it's how you eat, it's how you move through the hallway. It's embodiment. So, it's all about embodiment.

I did a one-on-one last week with someone at a school, a teacher, and I talked to her about that. It's the same thing as me being a psychotherapist, when I used to see people for 45 minutes a week. That's not going to change their entire week. I'm not that amazing. It's going to help them a little bit. It's going to help them reset their consciousness, rethink their thoughts, reframe, whatever, the cognitive behavioral techniques. However, you need it to be integrative. And it's how you move through the day. Are you running through the hallway? Are you tense?

So, her assignment is to wash dishes mindfully and to do laundry mindfully because she didn't like dishes and laundry, so I don't really like them either. And so, when we have an aversion to something, when we're doing anything that's unpleasant, that we don't like, it causes stress. Joy happens from doing things we love. So, children are not going to be stressed when they're playing because playing is fun. They're going to be stressed when they're sitting in a class, locked in a chair that's sometimes glued to their desk where they can't move and they're stuck. So of course, they need the meditation for those moments when they feel trapped or [inaudible 00:44:44].

**Dr. Joseph Mercola:**

Well, meditation and-

**Carin Winter:**

They need the breathing.

**Dr. Joseph Mercola:**

-the breathing, or just a shift in consciousness or perception to do that.

**Carin Winter:**

Yeah, shift in consciousness.

**Dr. Joseph Mercola:**

I couldn't agree more.

**Carin Winter:**

Yeah. So, they need the mindfulness practice like the breathing, because they don't have autonomy over what they're going to do with their day unless they're at a Montessori school or a more progressive school where they have the ability to go do what they like and what they enjoy. But in a regular traditional school setting, they're sitting and they're listening to a lot of lectures. And so many of these teachers are wonderful teachers, but it's just the school system in and of itself isn't designed for fun. And so, it's really important that they learn to do the breath while they're sitting there, maybe not so satisfied, and then also to play. And so, we actually, last year, rewrote our curriculum for the younger students to integrate more games. I spent days with staff at my house actually. My team came together and we worked on rewriting some of the content to

make it more fun. And it's like us, you're never stressed when you're out with your friends or you're at the best concert of your life.

**Dr. Joseph Mercola:**

Oh, no, absolutely. Absolutely. So, I think it's important to bring a distinction or redefinition of play because most of us think of play, we think of kids playing around, which is what you're describing, and that's great, but we can do it as adults. Every one of us needs to do that. And the reason it's so valuable is [because] one of the primary reasons we were put on this planet is to create, but not just to create, to create with joy, which you just referenced. To integrate both of those, and when you're doing that, you are playing. You are playing.

**Carin Winter:**

And you can heighten your sense of consciousness. I've trained lawyers and graduate students and all sorts of people in these practices, and I say to them, "There's an ROI (return on investment)." Some of my mindfulness practices have given me ideas that have dropped into my consciousness. Because those ideas were just waiting to be birthed. They're out there in the ethos. You have to just tune in your consciousness to access those ideas. So, I've had ideas about having an event, and the event – I had an idea once, throw your friend a birthday party. And I was like, in my meditation, I said, "How is that going to help Mission Be?" So I threw my birthday party and out of that event, I met somebody who gave me a huge donation and someone else who gave me a big one. I added up the math from that idea that dropped into my consciousness and I raised like \$170,000, which was half our budget, or is about half our budget because we're not like a huge charity.

And so, these lawyers said to me once, "Well, what's the ROI if I give to your charity?" I said, "There is no ROI. Your ROI is good karma. I don't know what to tell you." But you get these creative ideas and it increases your productivity when you're conscious because you're tuning into something greater than yourself. Whatever-

**Dr. Joseph Mercola:**

There's another way you can do that, though, too, that'd enhance that and be synergistic with that strategy. And you're doing it already because clearly one of the most powerful strategies is to trust yourself.

**Carin Winter:**

Yeah.

**Dr. Joseph Mercola:**

To trust yourself. And when you do this on a regular basis, you will get these [inaudible 00:47:50], which you've got, clearly did. You can do it in meditation or you can do it more directly and pretty much continuously throughout the day.

**Carin Winter:**

Yeah. You can tune in every moment.

**Dr. Joseph Mercola:**

You refine it.

**Carin Winter:**

Every moment's really an opportunity to tune in to higher consciousness. And then you could find yourself, like Eckhart Tolle talks about, walking around in this blissful conscious state where you're tuning into-

**Dr. Joseph Mercola:**

Yeah, we're designed to be.

**Carin Winter:**

Yeah. You're tuning in, you're receiving messages of higher consciousness and you're tuned into whatever. Everybody has their own definition of what that is, whether it's God or a higher power. But we're all tuning into that. And then when you are in that zone, you're going to get closer to your highest healing purpose on this planet. Because I believe in angels and God, and I think that they're speaking to me through my meditation and they're helping direct my path.

**Dr. Joseph Mercola:**

Yeah. I think that's accurate, I think you're accurate, 100%.

**Carin Winter:**

Yeah. I had the kids once in fourth grade, I had just started Mission Be, I was working in an elementary school, and it was the district, I was still employed by them. And we did a meditation and we talked about Mr. Miyagi from "Karate Kid" because they were reading the book, "Karate Kid." And I talked about Mr. Miyagi and how he's embodied. And he's a small dude, but he can chop through concrete and the power of his mind connected with the strength of his body and what a mentor he was for – I forget the Karate Kid's name, but I just called Ralph Macchio, what a mentor he was.

And then from that discussion, we did a meditation. I said, "I want you to envision someone there with you in your meditation, that you love and admire and that you look up to." And I was playing Enya and all the children had their eyes closed, and all of a sudden, I felt this sense of divine grace in the room. And I looked around and four of the 20 kids had tears rolling down their face, not like sobbing, just like an adult would have, just rolling down their face. And I looked at the teacher and she had tears, and I'm just saying, "Close your eyes. Imagine you're on a beautiful beach. You're there with someone you love and care about, a mentor, a teacher,



someone you trust and imagine that they're sending you unconditional love." So when we opened our eyes, the students, this little girl raised her hand, she said, "Ms. Winter, I felt my uncle that died." And this other girl goes, "I felt my grandpa." And then this boy goes, "I saw God's face." And I was like, "I'm in trouble."

**Dr. Joseph Mercola:**

Wow. Wow. How old were these children?

**Carin Winter:**

Fourth grade, so 9 or 10.

**Dr. Joseph Mercola:**

Oh yeah, yeah. See, that's when the transition starts to occur. Earlier – I mean, they get out of this natural, spontaneous ability to meditate spontaneously. They start to lose it because of the culture and how we're perverting their biology.

**Carin Winter:**

Right. Yeah. So, it was fascinating. I was so moved by that moment, I said, "This supersedes psychology. They're tuning into a higher force. They're tuning into God and the angels." And it was so beautiful. And I didn't initiate that. It just happened. And I felt that grace come through. And so, that's the type of consciousness we're opening up to. And I think that children have an innate ability to be intuitive. They have very powerful gut instincts. Their prefrontal cortex is still developing until they're 25, but their gut instinct is probably stronger than ours.

**Dr. Joseph Mercola:**

They could be our teachers. They really could be if we let them.

**Carin Winter:**

Absolutely. And if we validated their intuition and talked about using your gut instinct and using your intuition, using your wisdom.

**Dr. Joseph Mercola:**

Well, intuition is just another way of trusting yourself.

**Carin Winter:**

Exactly, [crosstalk 00:51:13], right.

**Dr. Joseph Mercola:**

But you're right, that is the goal. That really is one of the greatest spiritual lessons that you can have, is trusting yourself.

**Carin Winter:**

Yeah. And being confident. And they surveyed middle schoolers, and the one thing they all want socially and emotionally is confidence, which comes down to trusting yourself.

**Dr. Joseph Mercola:**

It's a cousin of trusting yourself. You're right, it's an absolute cousin. They're really similar. Really similar.

**Carin Winter:**

Yeah, so I think that you know – And then we've collected tons of data on these students. We had a young woman at Stanford University doing her graduate senior thesis on our program, and we saw radical changes and improvement in mood. There were 20-something kids in her small little cohort study, I think it was 26, and all but two or four [kids], I think it was four kids, were unhappy, were in a negative emotional state, frustrated, angry [and] upset. And by the end of the 12-week program, it was the opposite. It switched. Two felt okay, and one was unhappy. But the other students, the other 23 students were in a positive emotional state. So, it's like if you don't learn social and emotional learning, you're not going to know it. If you don't learn math and you don't know English, you're not going to [know] how to do five plus five because no one ever taught you five plus five. And so, social-emotional learning has to be an integrative part of the curriculum. If we want to improve well-being and consciousness and social and emotional health and mental health, really, it has to be taught to the student.

**Dr. Joseph Mercola:**

Well, mental health is just an absolute artifact of doing those things.

**Carin Winter:**

Correct. Yeah, if you're tuned up, you're going to feel healthy.

**Dr. Joseph Mercola:**

It's just spontaneous. You don't have to do anything special, it just happens.

**Carin Winter:**

Yeah. Yeah. So, I think our children, just in general, need more joy. And also, children have so many mirroring neurons. They have around twice as many mirroring neurons that I have and that you have and so they learn from our behavior. So, if a teacher is dysregulated, they're going to pick up on that and they're going to be dysregulated. If the parents are fearful – During the pandemic, a lot of people were in fear and anxiety, and our children felt that. And so that's why

it's so important. I tell parents when I teach a parent workshop, I said, "The most important thing you can do is to regulate your own stress. Forget about teaching mindfulness to your kids. Spend a year just learning it yourself. Send them to us, we'll teach them until you've got it." Because a dysregulated parent is going to mean a dysregulated child because they're picking up on their parents and their emotional state and their well-being.

So, the same thing with teachers, we talked about self-care and personal practice, and that's a really important component of teaching mindfulness to children. It's the number one thing you can do to teach mindfulness to children, is just to learn it yourself because they're going to mirror you and shadow you.

**Dr. Joseph Mercola:**

Yeah. It's essential. It's an absolute requirement.

**Carin Winter:**

Yeah. And so, we train teachers in this stuff. We have a couple models. One model is we go into schools and we teach in schools once a week for anywhere from four to 30 weeks. The second model is we do online training for teachers. Anyone who's watching this, I can give them a 50% off coupon to that. It's only \$225 or something for a six-week course. And we teach them all 12 lessons, and we give them videos and they get short practices alongside of that. And then the other thing is we just opened an office, our first office, and we've been in business [for] 10 years, right in Islip, New York, and we do one-on-ones with families, parents, teachers — anyone that needs it, any member of the community. So, I think that those are our three models. And then we have online recordings that folks can access for free of how to teach simple meditation practices.

So, we're primarily in Silicon Valley, San Mateo, Santa Clara County, but we've gone to Wyoming, we've gone to Florida, we've gone to Connecticut, we've gone to Jersey, [to] Austin, Texas. We've gone all over the U.S. So, anyone who wants us to come help them, we're there. And we're nonprofit so we accept donations and we welcome them. The pandemic was really hard on nonprofits that we're serving schools. Our budget went from like 550 to 350 [thousand], and right now it's around 250 [thousand]. It's like we're still recovering from the pandemic. We got a small amount from the PPP (Paycheck Protection Program), the first one.

But anyway, the point is that there's only 160 or 180 days of school and only 120 that we can serve, because the first 30 days and the last 30 days, the schools are too busy for us. So, we can't make our full budget in 120 days, so we need donors and supporters. We're actually looking for advisory members and volunteers right now and ambassadors. So, if anyone's listening to this and they want to volunteer for an awesome charity, we're in 36 schools. I'm the only full-time person, so our overhead's low. We have an administrative assistant and a director of programs, they're both part-time, and then the rest are educators.

**Dr. Joseph Mercola:**

Okay. So how does someone find out more details about that?

**Carin Winter:**

Yeah, so it's MissionBe.org. Just go to MissionBe.org, there's a donate page. It's MissionBe.org/make-a-donation. But if they want to volunteer-

**Dr. Joseph Mercola:**

Well, I'm sure there's a link to it on the homepage too, right?

**Carin Winter:**

Oh, yeah, there's a link on the homepage. And my email's on the homepage and my phone number's on the homepage. Basically, I'm very, very reachable. People can email me, phone me, text me, whatever. So, we're looking for volunteers. We're looking for donors. We really, definitely need support for sure, because we've gotten a little hammered. But we're recovering and we're staying positive. But the work we do is really beautiful. It's also aligned with, if there's any administrators listening, all of the standards. New York State has some of the most strict standards for education.

**Dr. Joseph Mercola:**

Onerous.

**Carin Winter:**

Yeah. So, it's aligned with SEL (social-emotional learning), anti-bullying legislation [and] mental health legislation. And it's all done in a way that's non-controversial. Like I said, we're welcomed into Catholic schools, into Christian schools, into public schools. And so, administrators love that because the amount of mandates that they have from the state is just completely unrealistic. I don't know how any classroom teacher could fulfill all these mandates and teach five different subjects. So that's really cool too. But yeah, I think the most important thing is just keeping kids conscious, getting them to be happy in a way that's natural and obvious like play. Let them play. What fourth grade boy is meant to be stuck in a chair for six hours a day?

**Dr. Joseph Mercola:**

No, they weren't. That was not part of the design for sure.

**Carin Winter:**

I can't even sit still at a conference. I'm in the hallway the whole time socializing.

**Dr. Joseph Mercola:**

Yeah, or you go.

**Carin Winter:**

No matter how good the conference is, I'm always up socializing. And I think that the kids really need that. But yeah, I want to thank Beth from Documenting Hope for bringing us together. That was a great conference, by the way.

**Dr. Joseph Mercola:**

Yeah. So, I want to applaud your efforts for so many things, for optimizing your biology first, that allowed you to radically improve your spiritual journey, for sure, and ultimately lead to a relatively refined ability to trust yourself and have the self-confidence and awareness to make a lot of these good choices you're doing. And [I] really applaud also your efforts to share this information with a larger audience. So, great work.

**Carin Winter:**

Thank you, Dr. Mercola. It's my pleasure. You, again, are one of my all-time heroes. And I was looking you up on YouTube this morning and a bunch of stuff came up, but under every single comment it said, "Hero. Hero." I put, "Dr. Mercola's a hero." And then I scroll down through the comments and everybody said you're a hero. There was one that was just so beautiful. You're loved by so many people. It's an honor and I'm so grateful for your time and for this interview and giving me the time to share about my nonprofit Mission Be.

**Dr. Joseph Mercola:**

Well, it's an important topic and as I mentioned earlier, it's a massive fascination that I'm currently investing large amounts of my awake time into. So, I didn't know that I would dialogue like this when I initially invited you. I thought we were going to really have a quite different discussion, but things change. That's one thing you can count about with me, is things change as I learn new information. All right, well thank you for your consideration of the-

**Carin Winter:**

Thank you so much.

**Dr. Joseph Mercola:**

-insights I shared with you and we'll take it from there. Keep up the good work.

**Carin Winter:**

Thank you so much for your wisdom. I'm so grateful. Thank you everyone.

**Dr. Joseph Mercola:**

All right. Bye.