

1116-C5-2641 **Blake A. Mandell*** (blake_mandell@brown.edu). *Elementary mathematics starts with the body: Abstract notions become embodied.*

Descartes defined ‘intuition’ as “the conception of an attentive mind, so clear, so distinct, and so effortless.” For children of the lower elementary years, normal attention spans range from the child’s age in minutes up to a half hour when the child is properly engaged. A centering mind-body exercise combined with the joining of physical experience with the intellect changes the learning of mathematics from a purely cognitive activity to an embodied one. Thus, the use of the body helps to foster cognitive clarity that leads to mathematical intuition about numbers, arithmetic, and algebraic symbols in young students. This talk will review my past experience of utilizing contemplative pedagogy to teach elementary mathematics and will outline an approach to integrate contemplative pedagogy into the college classroom. (Received September 22, 2015)