

Teaching With Mindfulness in the 21st Century

Kathleen Shokai Bishop, MS,
PhD

TCC 2017 Conference

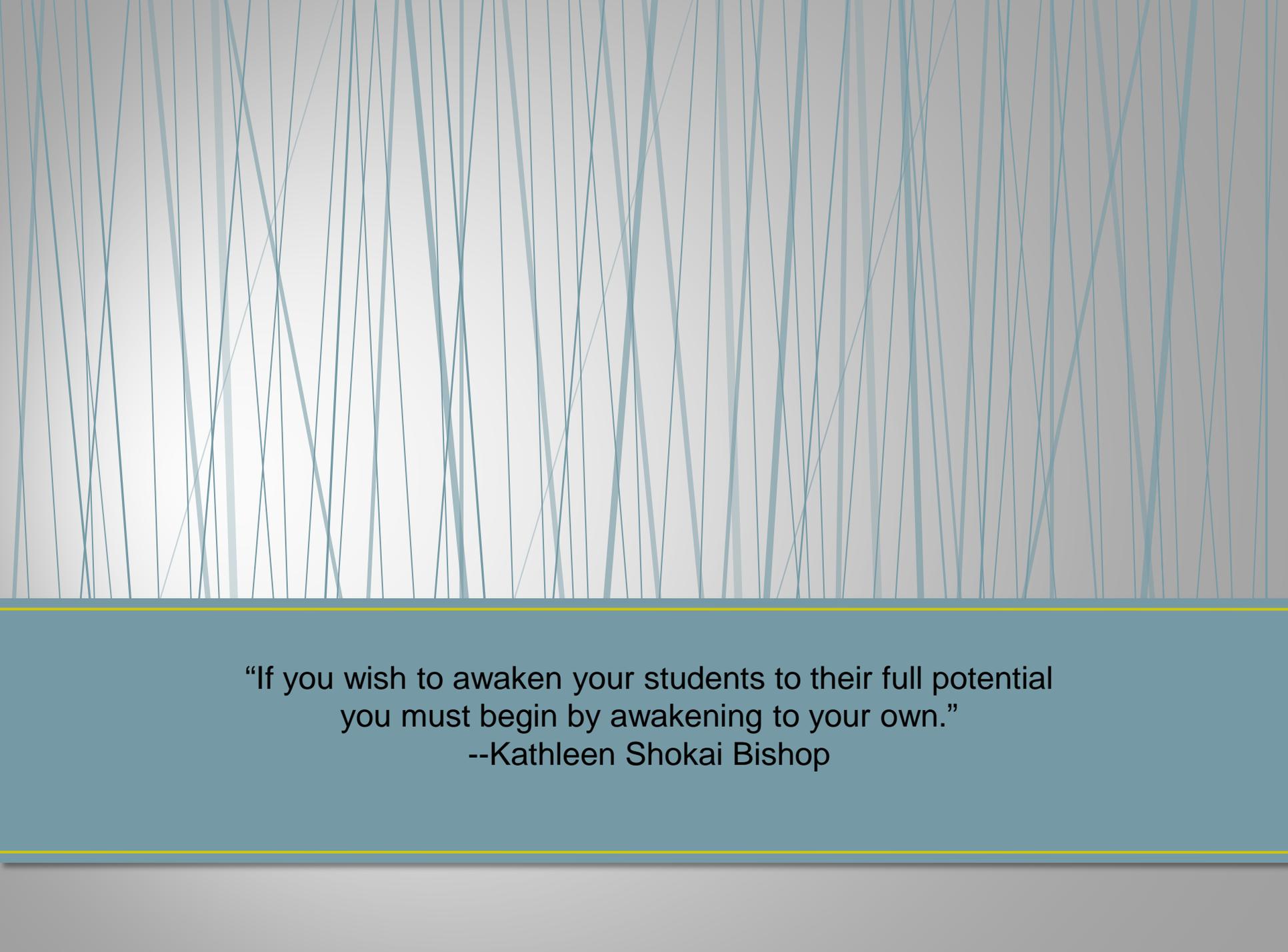
April 18-20

Just 3 Breaths

“Meditation [mindfulness] practice isn’t about trying to throw ourselves away and become something better. It’s about befriending who we are already.”

-Susan Kaiser Greenland

Mindful Games

The background features a series of vertical lines in various shades of blue and teal, creating a textured, rain-like effect. A solid teal horizontal band spans the width of the image, serving as a backdrop for the text.

“If you wish to awaken your students to their full potential
you must begin by awakening to your own.”

--Kathleen Shokai Bishop

Mindfulness studies with students showed improvements in--

- Depression symptoms
- Attention/concentration
- Aggression/anger
- Compassionate actions
- Clarity



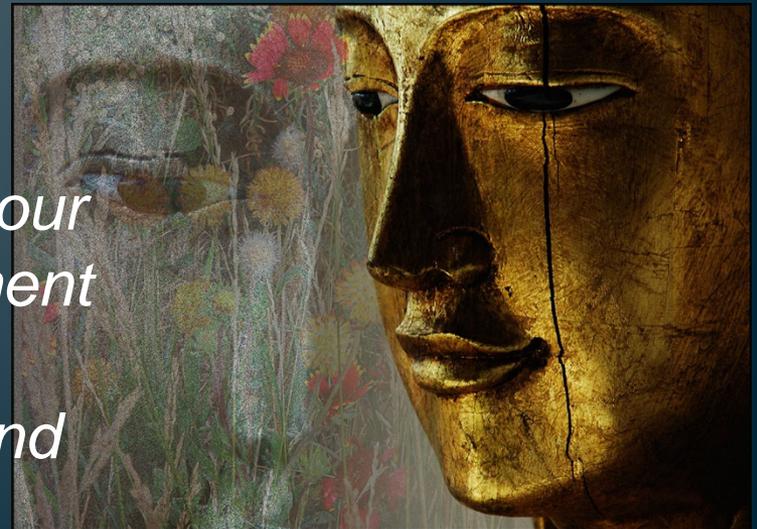
Make no mistake your students know when you have left the room in consciousness, even though you may still be standing in front of the room or still be logged into the online classroom. There is a deadly silence that is as loud as the horn of the passing train.

--Kathleen Shokai Bishop

“Mindfulness is deliberately paying full attention to what is happening around you and within you—in body, heart, and mind. Mindfulness is awareness without criticism or judgment (page2).”

~Jan Chozen Bays, MD
*How to Train a Wild Elephant
& Other Adventures in Mindfulness*

What a great thing to share with your Students! Self criticism and judgment often keeps them from trying new things, thinking outside the box, and More!



Make Learning Fun!

All great teachers have the ability to make learning fun. It not only helps the student learn more easily and retain the information better but it makes our jobs more exciting and fun as well.

- Do the unexpected—it will help make your students more mindful and help them stay focused as they keep their eyes and ears open for what you might do next!
- Laughter is the best medicine—there is such a lack of it in our classrooms and homes today. We learn more quickly, are more creative, and retain the information better when we are relaxed and having fun. Laughter brings oxygen to the brain and keeps those synapses snapping!
- “Say Yes!” Find every opportunity to say “yes” to your students. Write “yes” on the back of your hand and have them do it too. This will help them open their minds to learning and be looking for the great possibilities that life and learning offer.
- Focus on the mind/body connection Help them see that their thoughts affect their body as well. Teacher might say, “My body feels stiff, and my mind feels a little nervous.” Feeling nervous affects the body as we tense up. Help them feel less nervous and the body will relax.

Mindfulness Exercises for the Classroom

- 3-Breath Exercise
- Say “Yes”
- Listen Like a Sponge
- When Eating Just Eat!
- Mind, Body, Go!
- Chain Story: Compassion, kindness, fun, etc. (verbal or written)
- The Color Blue



- *Encourage their dreams
- *Acknowledge their abilities
- *Teach with enthusiasm and excitement
- *Be generous with your praise and complements
- *Teach Mindfully
- *Stay cool and calm in the present moment

Zen Teaching
Precepts
Actualize good for others

A black and white photograph of a misty forest. The scene is filled with tall, slender trees, their trunks and branches creating a dense, vertical pattern. The ground is covered in a thick layer of grass and low-lying plants. The overall atmosphere is serene and ethereal, with a soft, hazy light filtering through the trees. The text "Be here now" is overlaid in the lower right quadrant in a white, serif font.

Be here now

References

- Anderson, R. (2001). *Being Upright Zen Meditation and the Bodhisattva Precepts*. Berkeley CA: Rodmell Press.
- Bays, J.C. (2014). *Mindfulness on the Go Simple Meditation, Practices You Can Do Anywhere*. Boston, MA: Shambhala.
- Greenland, S. K. (2016) *Mindful Games, Sharing Mindfulness and Meditation with Children, Teens, and Families*. Boston, MA: Shambhala.
- Huston, D. (2010). *Communicating Mindfully: Mindfulness-Based Communication and Emotional Intelligence*, Mason, Ohio: Cengage Learning
- Leamson, R. (1999). *Thinking About Teaching and Learning*. Sterling, VA: Stylus Publishing, LLC.
- Matthiessen, P. (1998). *Nine-headed Dragon River, Zen Journals 1969-1982*. Boston, MA: Shambhala.
- Palmer, P. J. and Zajonc, A. (2010). *The Heart of Higher Education: A Call to Renewal*. San Francisco, CA: Jossey-Bass.
- Reynolds, G. (2008) *presentationzen Simple Ideas on Presentation Design and Delivery*. Berkeley, CA: New Riders
- Roth, H. (2009) Webinar ACMHE.org “Developments in the Field of Contemplative studies”
Retrieved, July 18, 2011 <http://vimeo.com/5076639>
- Shauna L. Shapiro, S.L., Brown, K.W., and Astin, J.A., “Toward the Integration of

References Continued

Stahl, B. and Goldstein, E. (2010). *A Mindfulness-based Stress Reduction Workbook*. Oakland, CA: New Harbinger Publications, Inc.

Stuart, M. and Chayat, R.S. (1996). *Subtle Sound the Zen Teachings of Maurine Stuart*. Boston, MA: Shambhala.

Wah, L. M., (2004). *The Art of Mindful Facilitation*. StirFry Seminars & Consulting & Consulting

Zull, J.E., (2002). *The Art of Changing the Brain*. Sterling, VA: Stylus Publishing, LLC

Pictures: Permission given by Mitch Doshin Cantor, my teacher
“Thatch” and “upaya-gold-buddha”

<http://listeningwiththeeye.squarespace.com/galleries>

<http://listeningwiththeeye.squarespace.com/galleries/buddhist/>

Links

- <https://acmhe.memberclicks.net/>
- https://acmhe.memberclicks.net/index.php?option=com_content&view=article&id=26&Itemid=85
- <http://cndls.georgetown.edu/teachtoconnect/>
- <http://www.mindfuled.org/>
- http://www.ehow.com/list_7771028_zen-decorating-ideas-office.html
- <http://floridazen.com/>
- www.alaska-zen.org/zen-practice/how-to-do-zazen
- <http://listeningwiththeeye.squarespace.com/galleries/black-and-white>
- www.silverNightingale.com Sarabande, Solo Flue Meditations, Laura Sue Wilansky, The Silver Nightingale, Siciliano from Sonata #2 in Eb Major (J.S. Bach)