

MAKING MEANING OF MINDFULNESS IN THE CLASSROOM

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A LITTLE BIT ABOUT US

PROJECT OBJECTIVES

Gain a better understanding of how learners acquire knowledge, skills, and ways of being present in the classroom.

Contribute to learner's social emotional wellness as a means to improve learning and relational experiences.

Gain a fuller understanding of how learners make meaning of mindfulness in the classroom.

Explore how we make meaning of mindfulness in our teaching.

MINDFULNESS AND MEANING MAKING

Mindfulness is a capacity of mind, whereby we attend to our immediate experiences arising both from within (e.g. mental states, thoughts, feelings, somatic sensations) and from our environment (e.g. auditory, visual, relationships, home and work conditions) through careful observation while bearing the attitudes of kindness, acceptance and non-judgment (Christie, 2015, p. 13).

Meaning making is “the process of how individuals make sense of knowledge, experience, relationships, and the self” (Ignezzi, 2000, p. 5)

ASSUMPTIONS

We believe...

- that learning is a relational encounter
- that classroom environments should be created with a sense of safety and belonging at the core
- that learning is a holistic experience
- that we are responsible for attending to the whole person

RESEARCH STANDPOINT

We believe that....

- research is a creative, exploratory process, to which we bring our assumptions and preconceived notions about the topic under study.
- our subjectivities as researchers and educators shape our orientation to the topic, and our meaning making process with the data.

RESEARCH PROCESS

- Data collection in 4/5 class
- Data collection in three classes at college
- Mindfulness activities followed by a journal reflection (written response)
- Focus groups in both sites of data collection to get more depth in the data about the experience of mindfulness and how students are generalizing their learning beyond the classroom

ICBG

INCREASINGLY COMPLEX BALL GAME

- What sensations did you notice in your body?
- What thoughts did you have?
- What challenges did you experience, individually and as a group?
- What strategies did you use?

unfocussed.
preoccupied
everywhere
congestedoverloaded
switchlearn
focus**scattered**filledstill
conversationsboredbumpy
buzzingbusysillywandered
slowfunnyaccidentlytelling
crowded**full**different
distracted
thoughtsthingshardready
dodging**thinking**afraidfully
littlefastclutterednumb
pulledmischievousoutside
wordsdisconnectedracing
neutral
requested

MINDFULNESS AND TRANSITION RITUALS

- How do you use rituals as a transition from one time/ place /space / experience to another in your practice with children and youth?

SCHEMAS FOR UNDERSTANDING



MINDFUL TASTING

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talkative
learn energetic normal
concentrating filled
still
ready
poor eating
fun sad
full
mouth kind good
thirsty
jealous
hyper ate cold
sick
hungry
sour
stressed
flavourful
wet
suck
super
high
cross
excited
happy
tired
relaxed
calm

WAYS TO INTEGRATE MINDFULNESS IN YOUR DAILY PRACTICE WITH CHILDREN AND YOUTH

- morning walk and talk
- mindful drawing
- body scan
- aural landscape
- stop/rewind/replay
- noticing a rock
- know a tree
- mindful breathing
- noticing and naming emotions
- connecting with music
- body rhythms / rhythm games
- use of natural spaces
- cloud watching

REFERENCES

- Christie, D. (2015). Bringing mindfulness into medical practice: UBC's new family medicine residency program delivers mindfulness-based stress reduction UBCMJ, 7(1). 13-15.
- Ignelzi, M. (2000). Making meaning in the learning and teaching process. New Directions for Teaching and Learning, 82 (Summer). 5-14.