

Challenging Plurilingual Education Settings with Mindfulness

Using Meditation, Attention Practices, and Stress Management Tools to Foster Intercultural Competence

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Claire was already quite late to her Sciences lesson in English because a colleague had stopped her in the corridor with an urgent problem that she needed to solve. She was well aware that she was 7 minutes late to her next 12-year-old class, which she hadn't had the chance prepare well because her son had been ill for the past 3 days.

On coming into the classroom, Claire heard the deafening noise and felt the chaos governing her students. All of them were running, laughing, eating, painting on the blackboard, shouting through the window at other students in the courtyard, etc.

Suddenly, coming from the loudness, Claire clearly heard the following:

- You idiot foreigner! You stupid Chinese! Go back to your country. We don't want you here. You are taking my family's jobs and you have brought the virus!

Claire suddenly...

Claire's Story

In a piece of paper, please

- complete the sentence describing how you would feel if you were Claire
- write what you would do if you were Claire only in one sentence



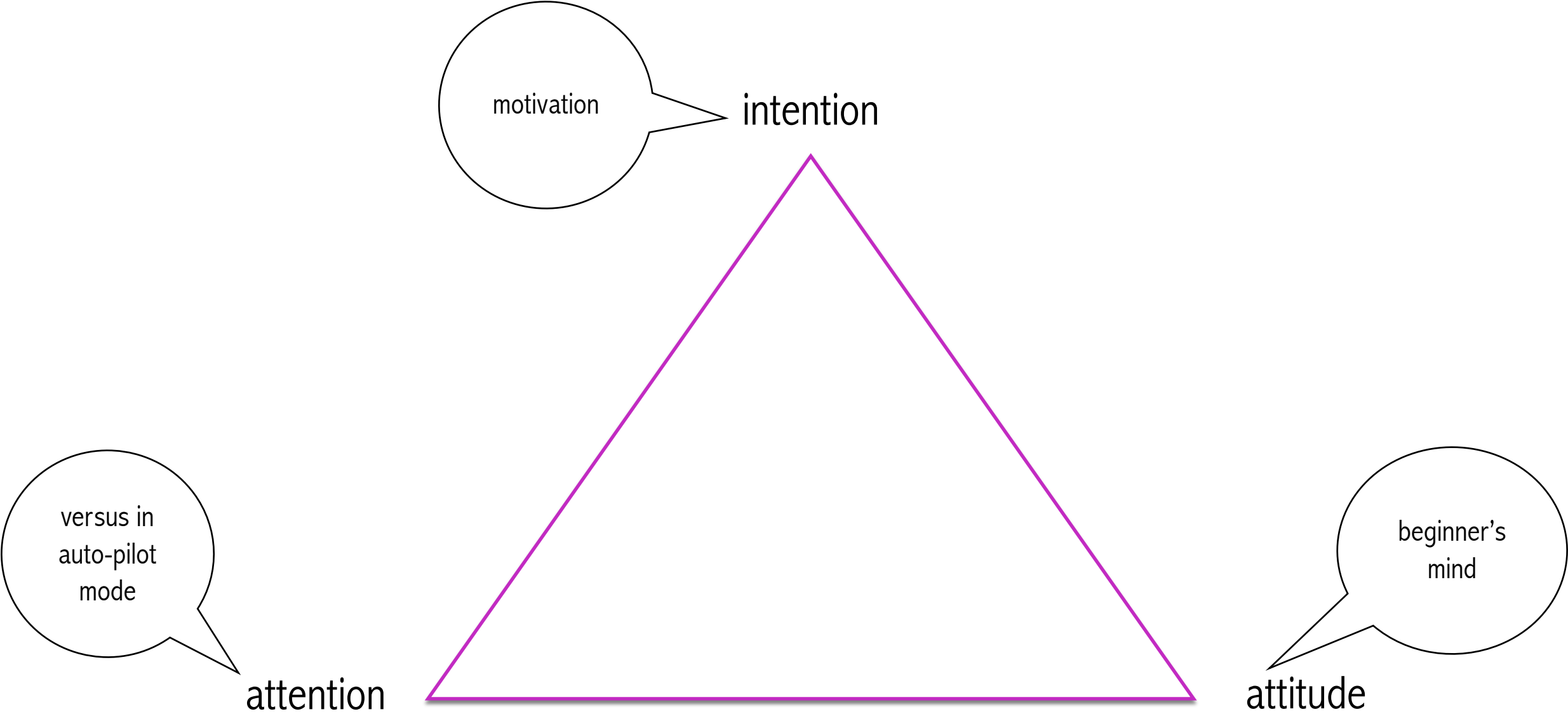
Show
Don't
Tell

Photo by Billy Pasco on Unsplash



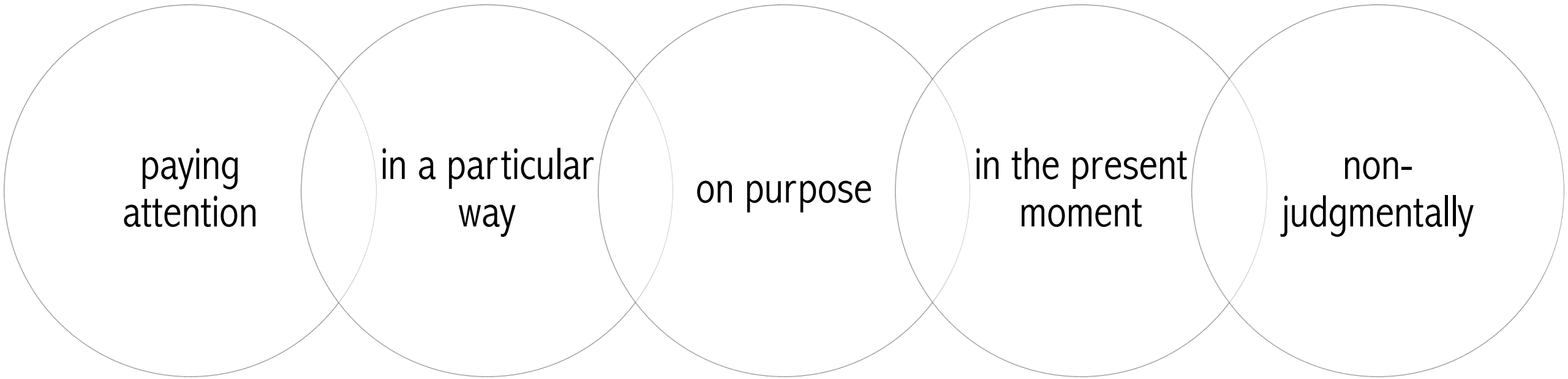
- Which is normally your level of attention to a conversation?
- How often do you realize that your attention has shifted away?
- How often do you feel that it has been a long time since you were able to do something that makes you feel good?

The IAA Model in Mindfulness



Shauna Shapiro et al. (2006)

Defining Mindfulness



Jon Kabat-Zinn 2003



SHOSIN

- Curiosity
- Openness
- Acceptance
- Love

In the beginner's mind there are many possibilities,
in the expert's mind there are few

Shunryu Suzuki—Zen teacher

Defining mindfulness

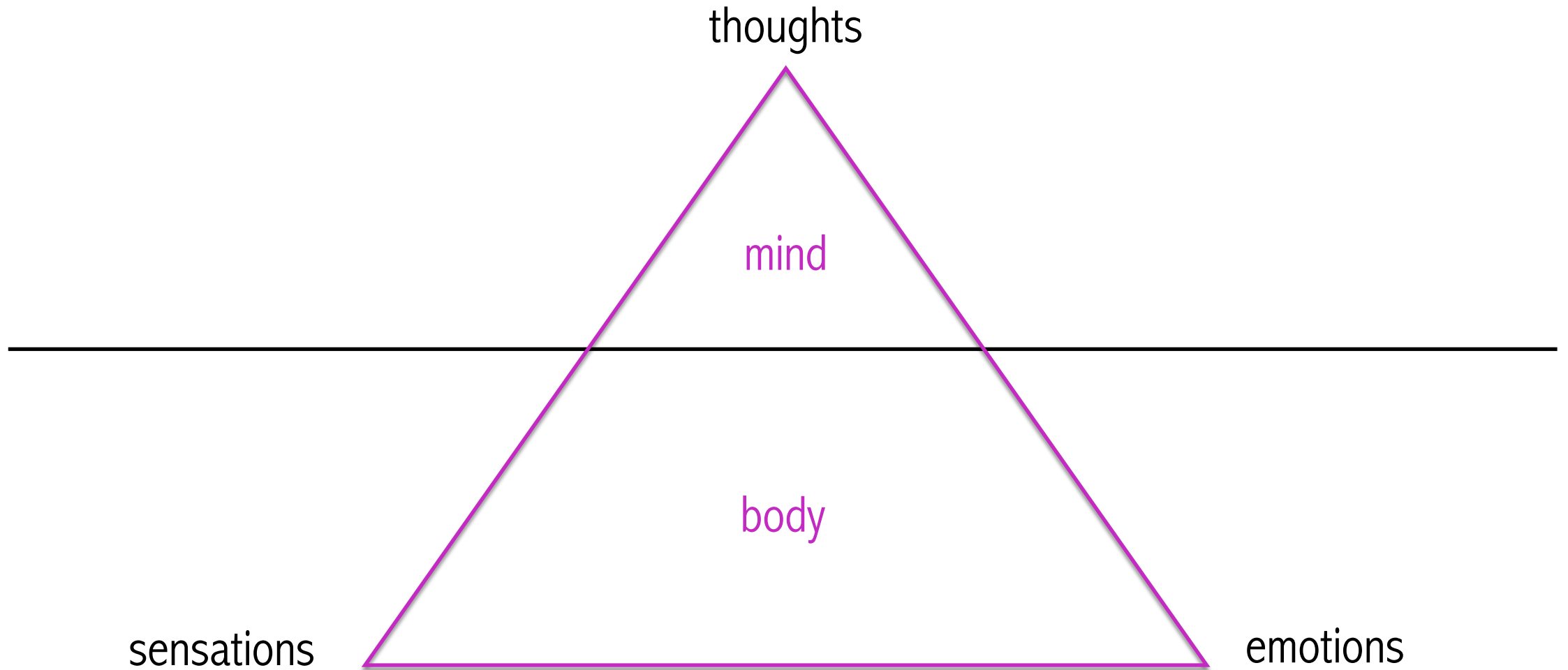
Mindfulness is simply **being aware** of what is happening right **now without wishing** it were different

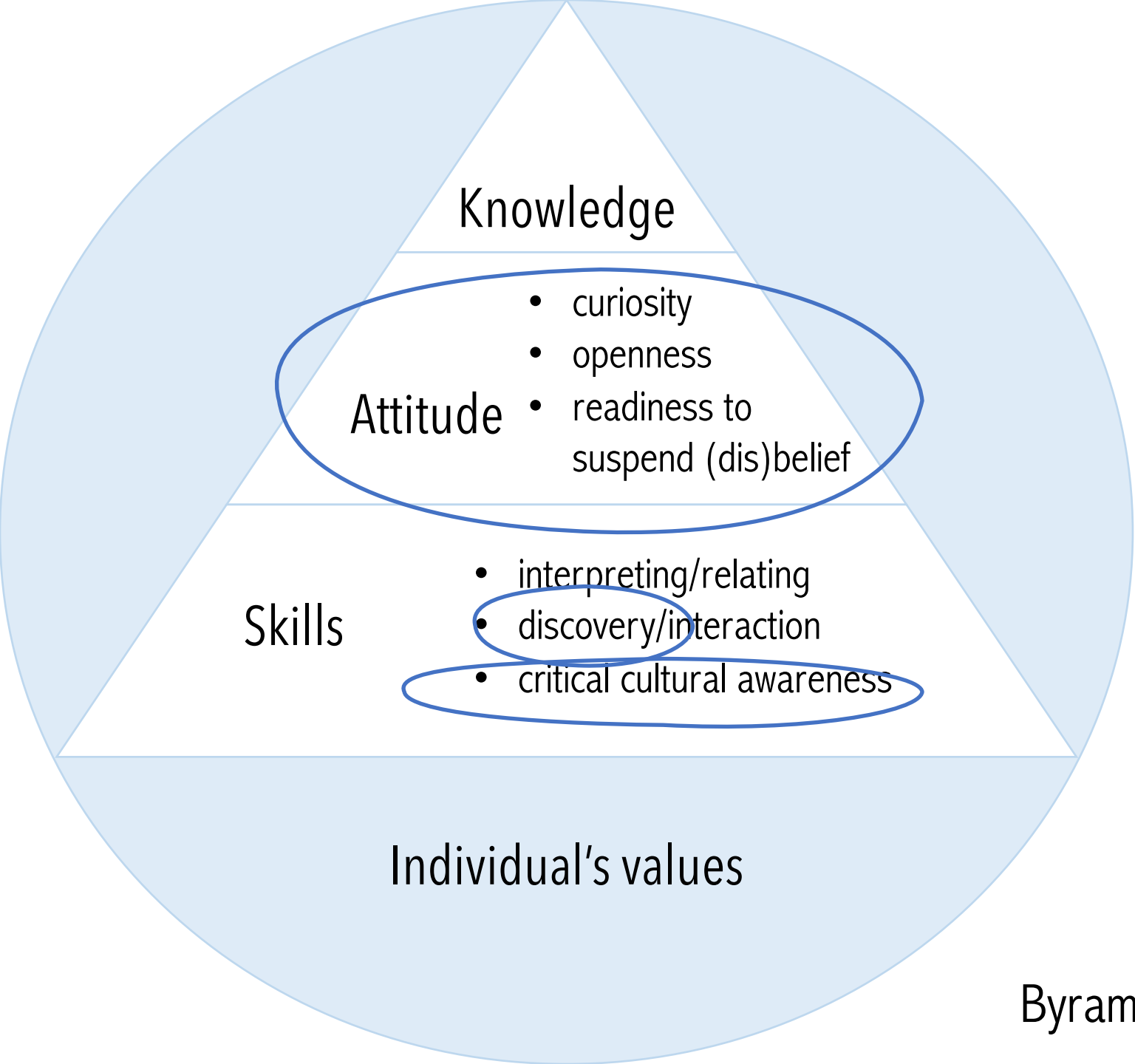
Enjoying the **pleasant** without **holding** on when it changes
(which it will)

Being with the **unpleasant** without **fearing** it will always be this way (which it won't)

James Baraz and Shoshana Alexander 2010

Triangle of Awareness





Knowledge

- Attitude
- curiosity
 - openness
 - readiness to suspend (dis)belief

Skills

- interpreting/relating
- discovery/interaction
- critical cultural awareness

Individual's values

Claire's Story

Zen Student: 'What happens after death?'

Zen Master: 'I do not know.'

Zen Student: 'How can that be? You are a Zen master!'

Zen Master: 'But I am not a *dead* Zen master.'

Shakin 2009

It has been said...

“Mindful listening” is a “foundational skill in competent conflict management [...] that takes compassionate skills—listening with your ears, your eyes, your mind, your body and a focused heart” “A gift of offering of the self”

Interview with Ting-Toomey 2008, 212

Even if you aren't in a position to share your training in these disciplines directly with students, remember that embodying mindfulness in the classroom is far more important than practicing any particular technique

Shoeberlein David 2009

The acquisition of mindful knowledge and skills are a necessary first step for the global citizen of the 21st century

Ting-Toomey & Kurogi 1998

This is the ultimate goal: not to introduce mindfulness as a strategy-based intervention, but instead to change the overall climate, tone, and quality of interaction so that it is more conducive to the health and wholeness of teacher and student

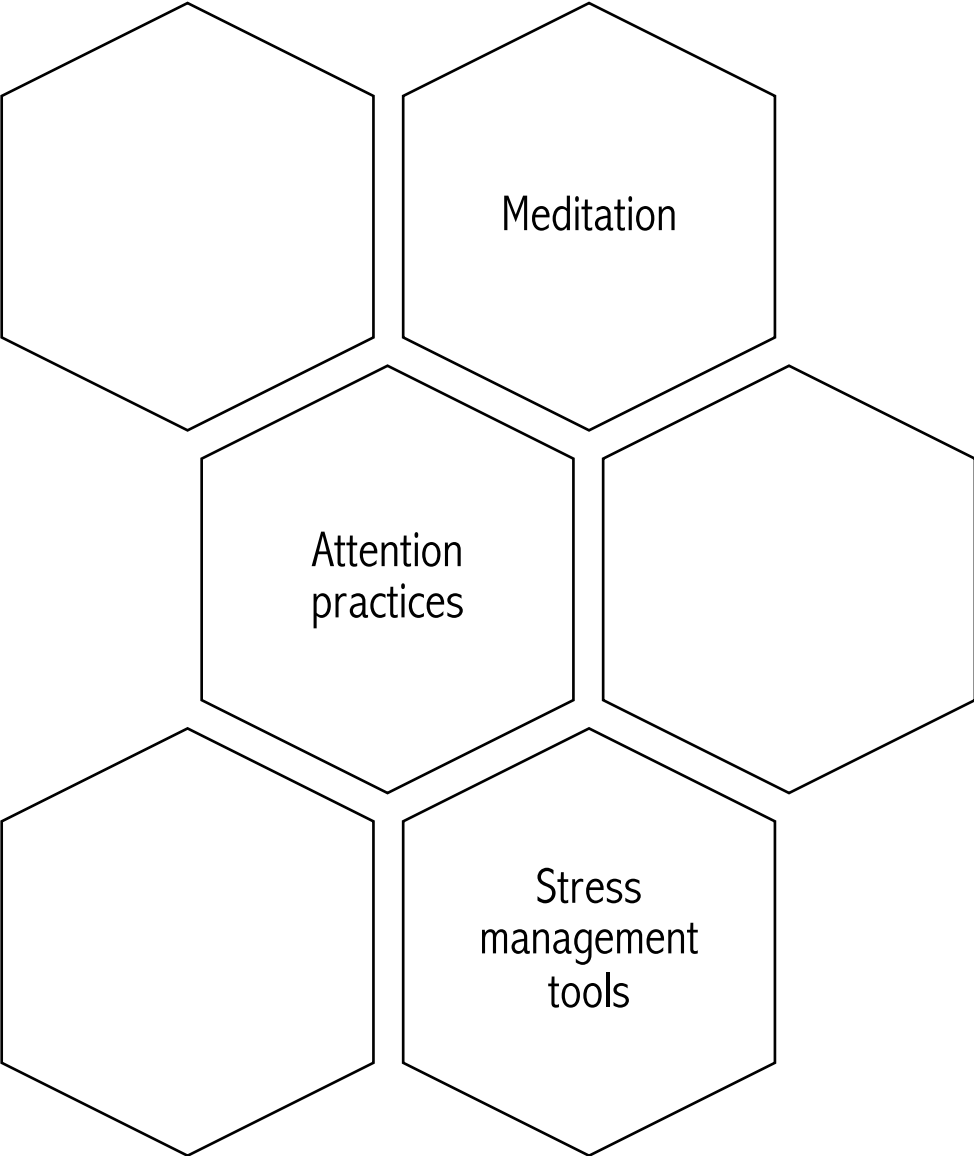
Brandi Lust 2017



Thank you

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Recognizing
Allowing
Investigating
Non-identifying

some practices



1 minute meditation



breathing on purpose



counting breaths



choosing an anchor



routine activities



mindful eating

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