Teaching with Mindfulness: Pedagogy of Being-with/for and Without Being-with/for

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Abstract

Mindfulness-based practice has growing notability in various disciplines. By examining the four foundations of mindfulness in Buddhist teaching, this paper calls for moving beyond therapeutic and mechanical use of mindfulness; instead, contemplating to the principles of emptiness and non-attachment of Buddhist teaching in mindfulness practice and pedagogy. Also, the paradoxical notions of being-with/for and without being-with/for of Taoism in understanding friendship are introduced to further examine emptiness and nonattachment in human relations.

Unfolding important thoughts in Buddhism and Taoism these two Eastern philosophies, I start from exploring mindfulness as experience, the meanings and foundations of mindfulness in Buddhism, then move onto examining the Dao of being-with and being-for of Zhuangzi that emphasizes fasting the mind when attending to friendship. This article ends with pedagogical practices that embody mindfulness teaching of being-with/for and without being-with/for.

Keywords

Mindfulness; Buddhism; Taoism; Pedagogy

Full Text:

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contains information on mindfulness meditation, contemplative psychotherapy, a directory of psychotherapists, courses, articles and literature. The Garrison Institute explores the intersection of contemplation and engaged action in the world. Teaching Guides. The CFT has prepared guides to a variety of teaching topics with summaries of best practices, links to other online resources, and information about local Vanderbilt resources. Principles & Frameworks. Pedagogies & Strategies. Teach, Breathe, Learn is the result of those years, a manual "for anyone and everyone who wants to work with children more effectively and joyfully." Part 1 of the book introduces the reader to basic mindfulness principles like focusing on your breath, mindful walking, and mindful eating. Part 3 offers a complete mindfulness curriculum to use with students. Lessons include "Mindful Speech and Making Healthy Decisions," "Using Technology Mindfully," and my favorite, "Working with Emotions and Watering Helpful Seeds." Because I have worked mostly with adolescents, I have seen first-hand how powerful emotions can be at this age, how they can completely overtake students and push academics far to the side.