

We often think of teaching as “stand and deliver” in which teachers impart knowledge to others. You will be guiding your students through an interactive teaching process that has an experiential focus. You will be using inquiry to review mindfulness practice and your didactic teaching will be participatory.

Use creative metaphors to reach your students. For example, use metaphors, poems, stories, and visual images.

Inquiry

Take notes from the course video on what inquiry is NOT.

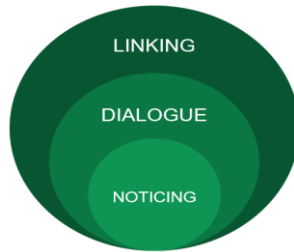
Video Example

View the video of Devin Ashwood, MBRP teacher, on the inquiry process.

<https://www.youtube.com/watch?v=-maLv7sz3bc>

What are your thoughts? Questions?

The Circles of Inquiry



Noticing - Refers to the direct noticing of experience

Dialogue - Serves the purpose of exploring the effects of bringing awareness to direct experience

Linking - Exploring how this learning relates to ways of being with inner and outer experiences in daily life.

Teaching Notes:

- Use linking to help students to see the ways their mind can become stuck into relating to experience in a particular way.
- Link their awareness to the ways in which their learning about mindfulness can be relevant to the spheres of their lives.
- Connect what they are noticing to their vulnerabilities.
- Learn to take time with each of these inquiry circles.

Notes:

Attend a mindfulness meditation class or reflect on a class you attended. Are you able to identify these inquiry circles in those sessions?

Anchoring Inquiry

Using anchoring inquiry, the attention is brought back to direct experience.

Anchoring strategies

- Ask the student about body sensations during the inquiry process. Can you feel your grief in your body right now?
- Ask the student to reflect on the sensations experienced during the practice itself. Did sensations arise during the exercise?
- Ask the student at what point in the practice did they become derailed?
- Narrow the focus of the inquiry back to the intention of the exercise
- Refocus the student on the skill that was being taught. Were you able to find a phrase that was meaningful to you?

Re-Orienting Inquiry

Sometimes it is difficult to form or maintain a connection with a student to work through the inquiry. Your task is to focus on the student. Ask yourself such questions is,

“What is most salient for this student? Where is their pain? How did you feel when you noticed that? Were you OK or was there another judgment?”

Ending Inquiry

Keep it short. The inquiry process should only last 2 - 3 minutes. If it starts getting dragged out, it needs to be managed to avoid too much self-disclosure and keep the attention of the group.

Thoughts? Questions?

Didactic Teaching

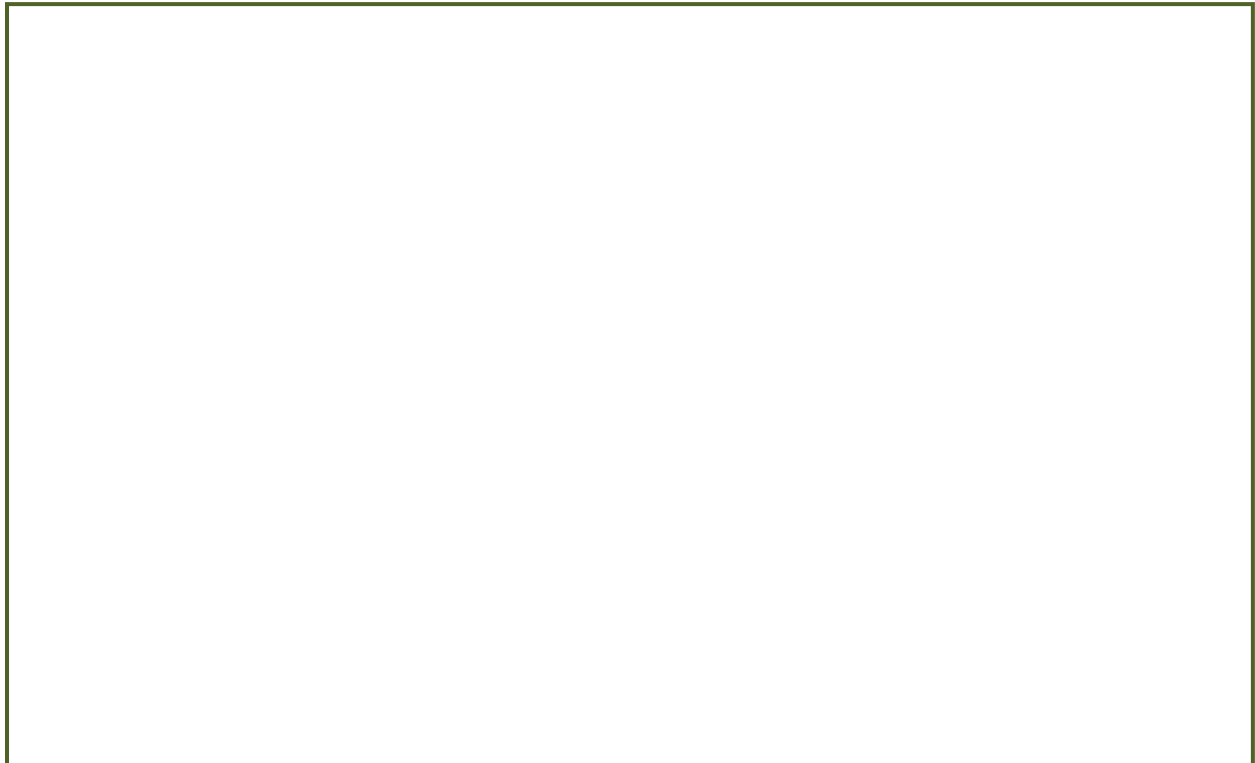
Know your content and the theoretical underpinnings. Make yourself familiar with the material you will be sharing.

Set an intention for your didactic teaching to be brief and clear, engaging of all elements of experiencing - thinking, sensing, feeling, and encourages interaction from the student's own experience.

You will want to work toward the delivery of content that has these characteristics:

- Clarity
- Brevity
- Participatory
- Playful
- Alive
- Responsive
- Use teaching aids
- Confidence

Observe classes and guided meditations and look for these characteristics. Notes:



Reflection Questions

Apply inquiry to your own meditation. Intentionally apply the circles of Notice, Dialogue and Linking. How did that impact your inquiry?

As you prepare your first lesson, study the content, agenda, and exercises you will be using. Think about your language choices that are appropriate for the theme and audience. Consider the possible experiences that students may generate in session, leaving space for them to generate unique content. Identify the appropriate teaching aids. Pay attention to the inquiry process and the didactic teaching qualities you will want to bring to the session. Make notes to support your planning and identify the evidence you will collect to assess your teaching.

Notes: