

An abstract artwork featuring a dense composition of torn paper strips in various colors (white, black, yellow, blue, red, green) layered over a background of vibrant, textured colors (red, orange, green, brown). The paper strips are cut into various shapes and sizes, creating a sense of movement and depth. The background colors are applied in broad, expressive strokes, creating a rich, multi-colored field.

MARIA LEITE, ED.D. UNIVERSITY OF FLORIDA

ART AND MINDFULNESS

Purpose:

- Creativity
- Self-reflection
- Connections

Goals:

1. Work on awareness of the breath in coordination with drawing.
2. Reflect on how our perceptions of ourselves and others impact our relationships.





BACKGROUND

Mindfulness Practice: Courage and Vulnerability

Join us for a mindfulness practice session.



Ana Puig

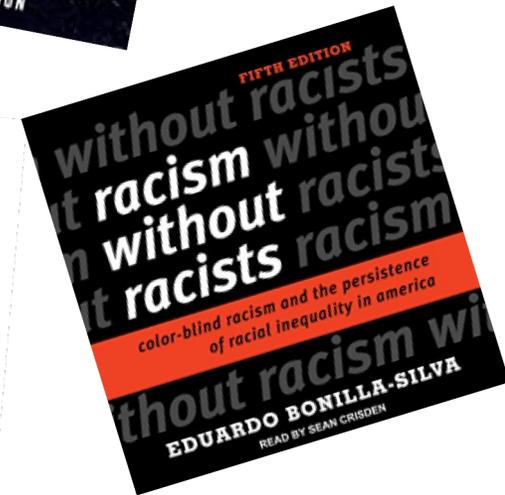
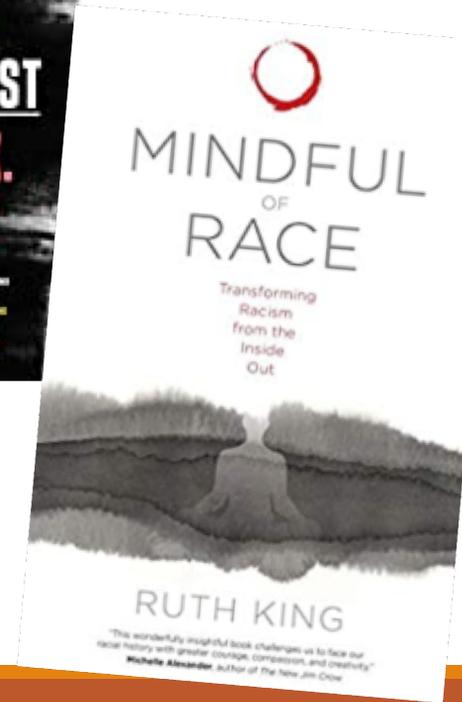
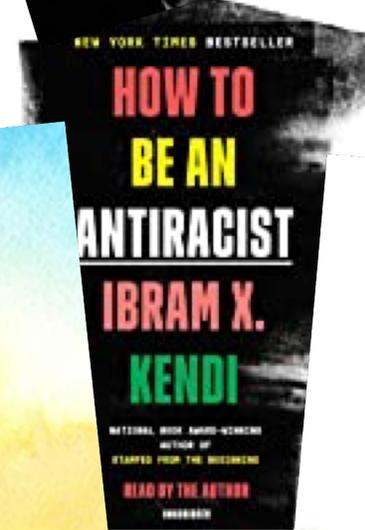
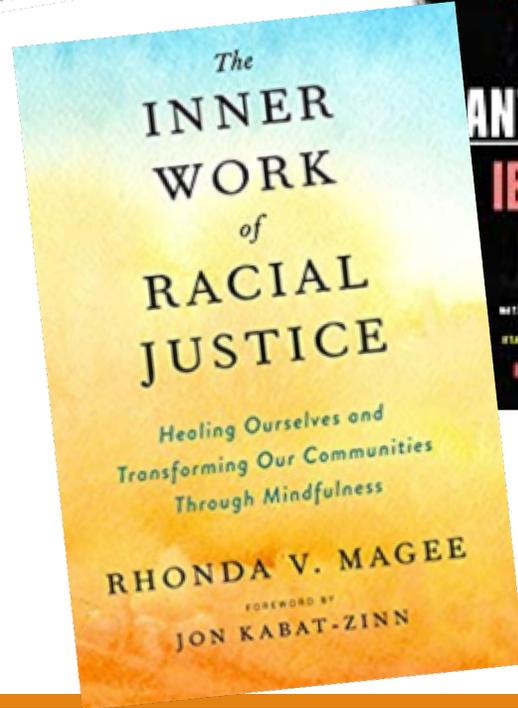
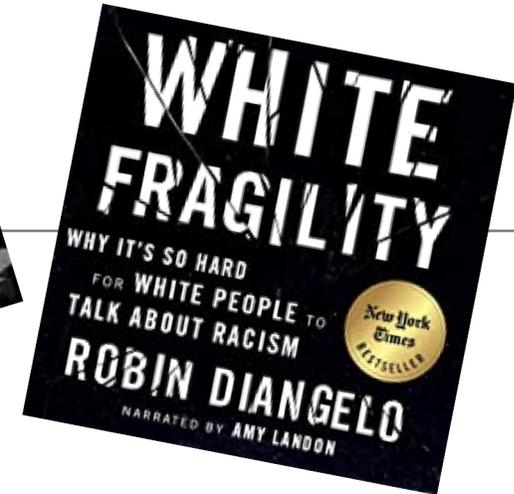
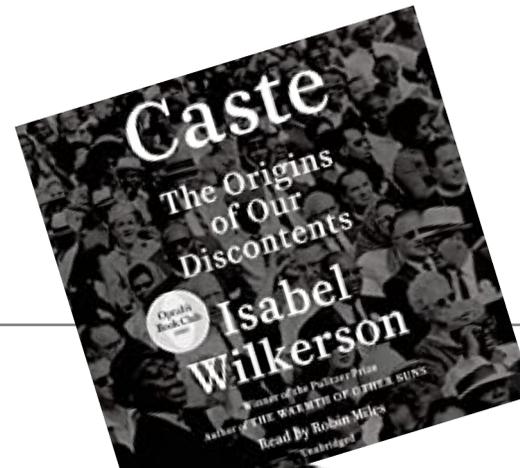
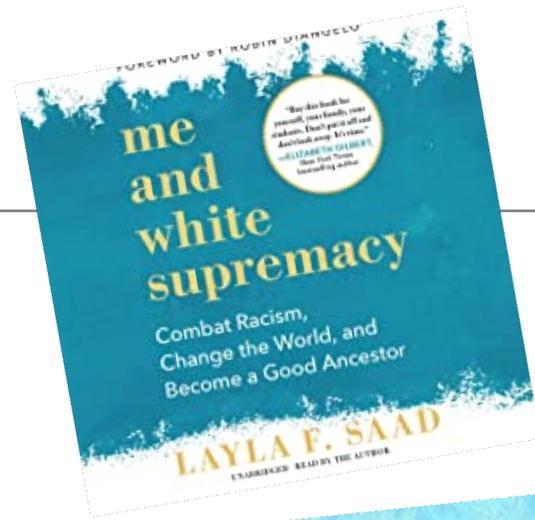


**Elizabeth
Washington**



Maria Leite

Foundations



Chapter 3

Civic Mindfulness

*Teaching about Racism with
Courage and Compassion*

Elizabeth Yeager Washington, Maria
Cristina da Costa Leite, and Ana Puig

...r, we share our collaborative experience with planning a
...fulness sessions as a way of facilitating disc
...racism in the context of
...d in our coll



**MINDFUL
SOCIAL STUDIES**

Frameworks for Social Emotional Learning
and Critically Engaged Citizens

Edited by **NATALIE KEEFER**
and **TORI K. FLINT**

WHAT ABOUT YOU?

RESEARCH

A close-up photograph of a person's hand holding a small, brown, textured figurine of a creature's head. The hand is positioned over a table covered with a collage of various images, including what appears to be a map or a collection of small photographs. The background is blurred, showing a wooden table and some other objects. The word "RESEARCH" is overlaid in a white box in the upper left corner.

MINDFULNESS

Journal of Philosophy of Education
The Journal of Philosophy of Education Society of Great Britain

pesgb

Journal of Philosophy of Education, Vol. 53, No. 2, 2019

Mindfulness *In, As* and *Of* Education: Three Roles of Mindfulness in Education

OREN ERGAS 

Following the exponential rise in publications on mindfulness in education and the emergence of some critical perspectives on this field, this paper articulates three roles of mindfulness practice in education: Mindfulness in, as and of education.

The three are developed based on an examination of the practice as it is shaped by two different socio-historical narratives, which in turn manifest in different modalities of implementation and aims in the contemporary educational field.

- Incorporated to educational settings
- Essential facets:
 - Attention,
 - Attitude,
 - Intention
- Invokes the attitude of curiosity and inquisitiveness (Ergas, 2019)

Short Report

Meditation Increases Compassionate Responses to Suffering

Paul Condon¹, Gaëlle Desbordes², Willa B. Miller³, and David DeSteno¹

¹Department of Psychology, Northeastern University; ²Athinoula A. Martinos Center for Biomedical Imaging, Massachusetts General Hospital, Harvard Medical School; and ³Department of Religion, Harvard University

Received 1/3/13; Revision accepted 3/17/13

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DOI: 10.1177/0956797613485603
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- Enhances compassionate response
- Mindfulness and compassion meditation practice & Control group (Condon, Desbordes, Miller, & DeSteno, 2013)

Mindfulness (2018) 9:693–707
<https://doi.org/10.1007/s12671-017-0839-2>



ORIGINAL PAPER

Effectiveness of Mindfulness Interventions for Mental Health in Schools: a Comprehensive Meta-analysis

Dana Carsley¹  • Bassam Khoury¹ • Nancy L. Heath¹

Effectiveness in mental health and well-being outcomes of students in late adolescence (Carsley, Khoury, & Heath, 2018)

MINDFULNESS

Three Facets of Mindfulness (Bishop et al., 2004; Kabat-Zinn, 2005; Shapiro et al., 2012 as cited in Ergas, 2019)

- **Attention** – sustaining *attention* to the sensation of the breath
- **Attitude** – foster acceptance of experience, even if it includes inability to sustain attention
- **Intention** – recurrently reestablishing attention and attitude (Intentionally)

Mindfulness *In, As* and *Of* Education: Three Roles of Mindfulness in Education

OREN ERGAS 

Following the exponential rise in publications on mindfulness in education and the emergence of some critical perspectives on this field, this paper articulates three roles of mindfulness practice in education: Mindfulness in, as and of education. The three are developed based on an examination of the practice as it is shaped by two different socio-historical narratives, which in turn manifest in different modalities of implementation and aims in the contemporary educational field. While much of the field is governed by 'mindfulness in education' within economic-therapeutic interventions, equal attention is given to 'mindfulness as education' as reflected in a whole school approach and to 'mindfulness of education' in which the practice radicalises the ethos of critical pedagogy. Describing these three roles, the paper introduces readers to the practice itself, offers a framework for understanding its associations with a variety of educational aims, and critically discusses these associations as well as the diverse pedagogical possibilities that this practice brings to contemporary and future education.

MINDFULNESS

Mindfulness and Compassion Meditation: **Enhance compassionate responses to suffering** (Condon, Desbordes, Miller, & DeSteno, 2013)

- In an experiment, those participants who took part in mindfulness and compassion meditation demonstrated enhanced compassionate behaviors in comparison to those in the control group.

Short Report

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MINDFULNESS

- Meta-analysis 24 studies (Carsley, Khoury, & Heath, 2018)
- Overall, mindfulness interventions were found to be helpful (n = 3977)
- Most significant impact: Interventions - late adolescence (15–18)
- Study contributed to:
 - Providing suggestions for future applications of mindfulness in schools.
 - Considering adaptations of mindfulness interventions.
 - Accounting for students' needs across different developmental levels.

Mindfulness (2018) 9:693–707
<https://doi.org/10.1007/s12671-017-0839-2>

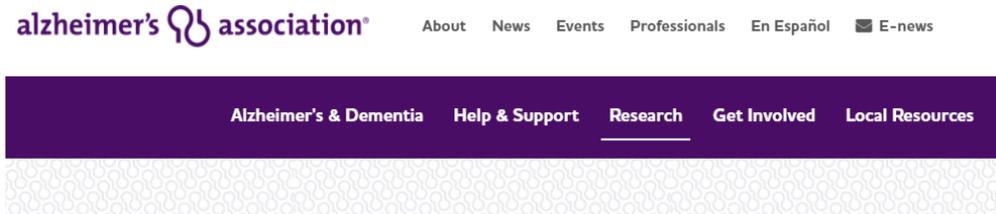


ORIGINAL PAPER

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ART-BASED APPROACHES FOR MINDFULNESS



DAILY CARE

Art and Music

Other pages in Daily Care

[Coronavirus \(COVID-19\): Tips for Dementia Caregivers](#)

▶ [Daily Care](#)

Daily Care Plan

Music and art can enrich the lives of people with Alzheimer disease. Both allow for self-expression and engagement, after dementia has progressed.

▶ [Music](#)

▶ [Art](#)

Translational Neurodegeneration

[Home](#) [About](#) [Articles](#) [Submission Guidelines](#)

Review | [Open Access](#) | Published: 25 January 2017

Music therapy is a potential intervention for cognition of Alzheimer's Disease: a mini-review

[Rong Fang](#), [Shengxuan Ye](#), [Jiangtao Huangfu](#) & [David P. Calimag](#) 

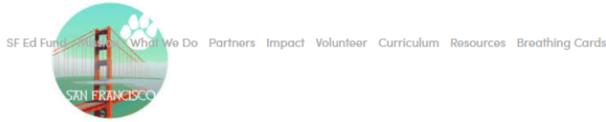
Translational Neurodegeneration **6**, Article number: 2 (2017) | [Cite this article](#)

26k Accesses | **34** Citations | **118** Altmetric | [Metrics](#)



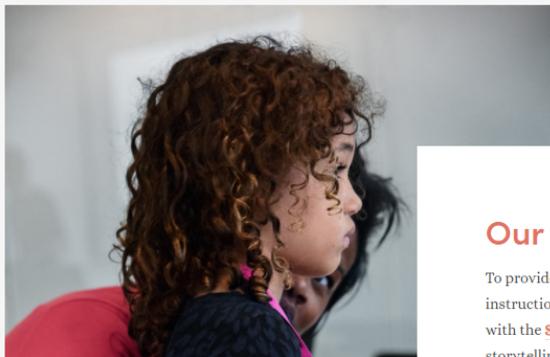
ART-BASED APPROACHES FOR MINDFULNESS

MINDFULARTS



OUR PURPOSE:

Empower



Our Mission

To provide volunteer-facilitated mindfulness instruction to SFUSD students through a partnership with the [San Francisco Education Fund](#). Using storytelling, as well as visual and performing arts

the art of education UNIVERSITY

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METHODS/APPROACHES

How to Support Social-Emotional Learning Through Choice

[Home](#) / [How to Support Social-Emotional Learning Through Choice](#)

4 months ago [Janet Taylor](#)

Social-Emotional Learning (SEL) has become a [top priority](#) in the past few years. Integrating SEL into your practices is even more important in these unprecedented times. While there are many avenues available to incorporate SEL into art education, the choice-based curriculum, in particular, provides a unique opportunity.

The Arts, SEL, and Mindfulness in Education

the arts

Creative Resilience exposes students to the arts through theater, music, movement, creative writing, and visual arts.

✓ These mediums directly access and articulate our individual truth, provide

youth arts research

a 2012 study of young adults involved in arts activities

RESULTS SHOWN:

- better academic outcomes — teenagers and young adults of low socioeconomic status who took a history of arts course scored higher

WHAT ABOUT YOU?



MY JOURNEY

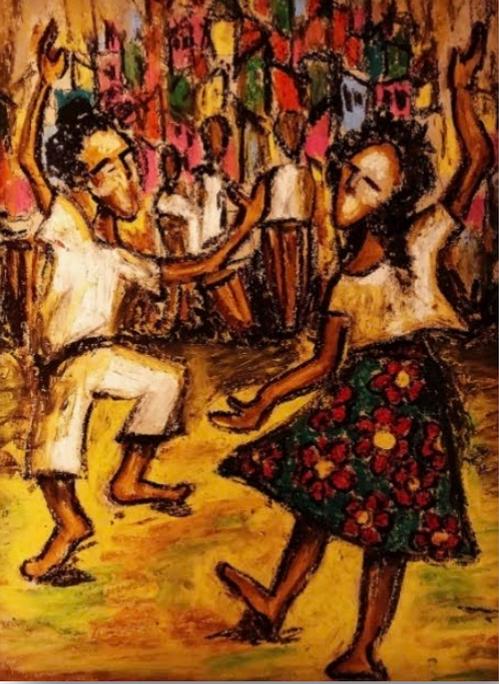
DAILY DRAWING

Oil Pastel on Paper

- Working from home
- Drawing routine
- No intentional focus on mindfulness practices



FINDING PATTERNS



- Examination of past experiences
- Revisiting the past
- Culture and previous career
- No intentional focus on mindfulness practices
- Awareness of drawing as a “meditative” activity

FINALLY MINDFULNESS

Watercolor Doodling

- Intentional mindfulness activity
- Focused on the breath
- Attention
- Attitude
- Intention
- Writing





WHAT CAN I SHARE?



Ruth King

“meditation invites us to slow down so that we can experience ourselves clearly, lovingly, and wisely.”

<https://ruthking.net/services/mindfulness-meditation/>

Cheryle Bannon

Intuitive art - “a process of creating art using an inner awareness that is heart centered....It is a way of creating art that is about connecting into your emotions.”

<https://cherylebannon.com/what-is-intuitive-art/>

PRACTICE

Intuitive Drawing

Turn off your camera

Note pad and pencil/pen

(Color pencils or crayons are optional)

Brief Body Scan

Drawing practice

- Awareness
- Self-Reflection
- Connections

DEBRIEFING

- Turn on your camera (optional)
- You may share your drawing if you want
- How did you do?
- How did you connect with this activity in terms of attention, attitude, and intention?
- Did you use words?
- Did you use colors?
- Did you – at any moment – draw your breath?
- What is your takeaway?

RESOURCES

Research:

- Condon, P., Desbordes, G., Miller, W. B., & DeSteno, D. (2013). Meditation increases compassionate responses to suffering. *Psychological Science*, 24(10), 2125–2127. <https://doi.org/10.1177/0956797613485603>
- Carsley, D., Khoury, B. & Heath, N.L. (2018). Effectiveness of mindfulness interventions for mental health in Schools: A comprehensive meta-analysis. *Mindfulness* 9, 693–707. <https://doi.org/10.1007/s12671-017-0839-2>
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- Jung, C. G. (1972). *Mandala symbolism*. Princeton, N.J.: Princeton University Press.
- King, R. (2018). *Mindful of race: Transforming racism from the inside out*.
- Kuhnke, J. L. (2020). Art-based activities and adverse events: An autobiographical inquiry. *European Journal for Qualitative Research in Psychotherapy*, 10, 82-92. Retrieved from <http://www.ejgrp.org/index.php/ejgrp/article/view/98>
- Schneider J. (2018). The Arts as a Medium for Care and Self-Care in Dementia: Arguments and Evidence. *International journal of environmental research and public health*, 15(6), 1151

RESOURCES

Activities:

Mindful Creative Muse Website: <https://mindfulcreativemuse.com/>

Mindful Creative Muse YouTube Channel: https://www.youtube.com/c/MindfulCreativeMuse?sub_confirmation=1

Self-Compassion Exercises: <https://self-compassion.org/category/exercises/>

The Nap Ministry: <https://thenapministry.wordpress.com/about/>

Books:

CG Jung – Mandala Symbolism (1972)

Ruth King – Mindful of Race: <https://ruthking.net>

Blog:

Jung Society of Utah: <https://jungutah.com/blog/mandalas-symbols-of-the-self-2/>

Additional Resources:

UF Arts in Medicine Resources: <https://arts.ufl.edu/academics/center-for-arts-in-medicine/research-database/>

Journal of Korean Medical Science: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5852419/>

UF Mindfulness: <https://mindfulness.ufl.edu/index.php/resources/mindfulness-in-education/>

THANK YOU