

Foundations of Teaching Mindfulness

Closing Retreat, June 2025



Overview of The Weekend

Friday, 5–8pm

- Welcome + Practice + Check in
- Definition of the Day
- Overview of weekend
- Facilitation

Dinner

- Community building
- Cultural competence
- Closing

Saturday, 9am–4pm

- Practice + Check in
- Definition of the Day
- Facilitation

Break

- Model First Session

Lunch

- Community Building
- Implicit Bias + Power

Break

- Facilitation- safe container
- Art-based practice

Sunday, 9am–4pm

- Practice + Check in
- Definition of Mindfulness
- Mentor Groups

Break

- Nature based practices

Lunch

- Reflective Practice Activity

Break

- Gratitude and Closing
- Final survey

Definition of the Day



“Mindfulness is a kind of skills training.

It’s like tools...

it’s cultivating a greater ability to be centered.

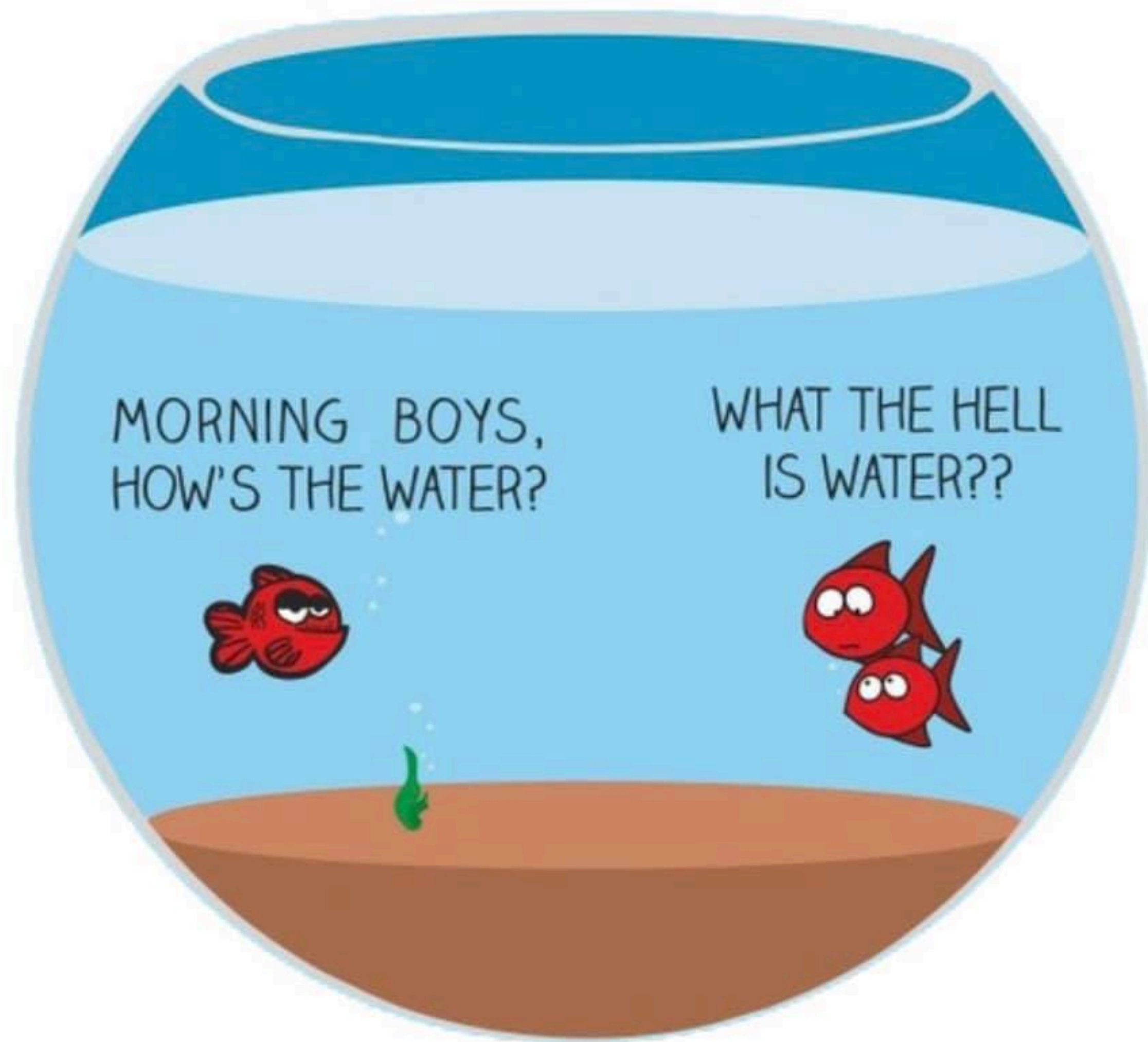
And in the midst of the maelstrom of thoughts and feelings and impressions and experiences and stress, to have a place where we can actually rest our attention, which doesn’t dismiss all the other stuff, but we get some space from it.”

– Sharon Salzberg



Break

Activity

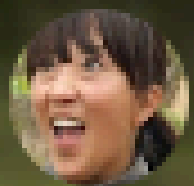


Riddle



A father and son are in a car crash. The father dies. The son is taken to the operating room and the surgeon says, “I can’t operate on this boy, because he’s my son.






What kind of Asian are you?

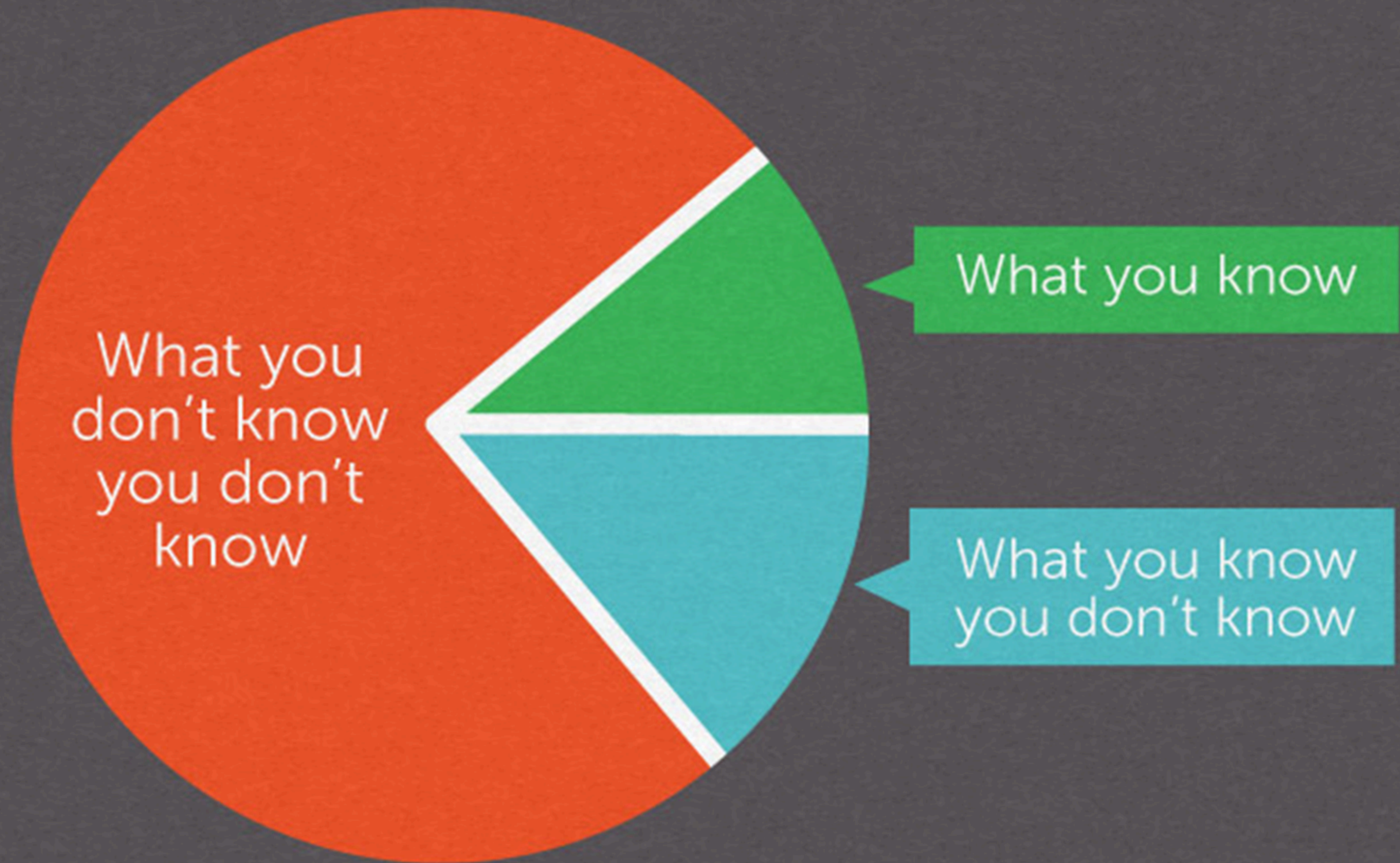


Share

You Tube COMEDY WEEK



Watch on  YouTube





Cultural Competence

1. Read through the 4 sections independently
2. Do an informal “self-assessment.” Mark each item with checkmarks
 - 0= things I need to work on, have no experience with
 - 1= work on a little
 - 2= mostly have it, need a bit more work
 - 3= feel culturally competent



Sharing/Listening Meter

Think about how comfortable you are sharing your personal bias/cultural competence with this group, and also how comfortable you are hearing another person's experience.

- 1 I am not comfortable looking at or sharing any of my biases or my feelings around what is arising for me.
- 2 I am not comfortable sharing my biases, but am ok to personally look at them. I am not comfortable sharing my feelings around what is arising.
- 3 I am not comfortable sharing my biases, but I am comfortable sharing my feelings around what is arising for me.
- 4 I am comfortable sharing some aspects of my biases and my feelings around what is arising.
- 5 Open book - ready to share everything.

Debrief



1. In which areas do you feel culturally competent, in which areas do you feel need attention?
2. Out of the areas you feel need more attention, what seems within reach, or where you can dedicate time?
3. What actions could you take to be more culturally competent in a certain area?





Saturday
June 21st

Definition of the Day



Mindfulness is a trait, a state and a practice.



Creating a lesson

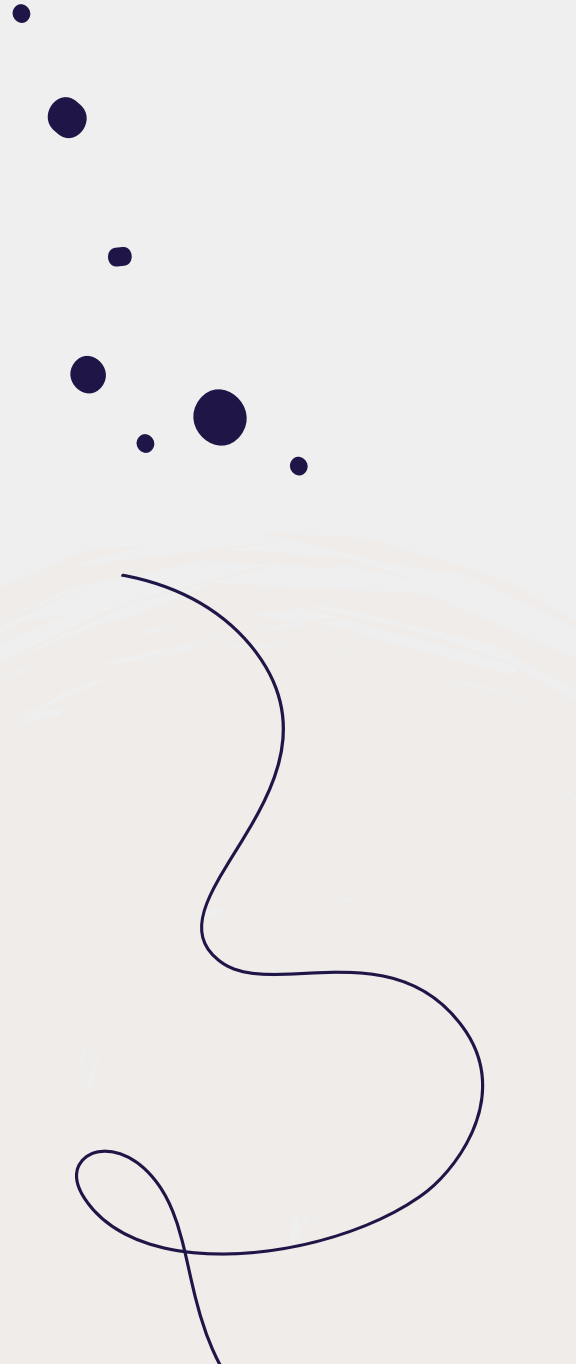



- **Include core components:** Mindfulness sitting practice, didactic teachings, q and a period, time for participants to share experience, check out.
- **Zoom or in-person:** visual aids--slides or handouts/post-its/easle
- **Who is your audience?** teens, adults, educators, elderly
- **Make it engaging...**personal connection to topic, hook, story
- **Size of group:** check-in length, share-out vs turn and talk, etc.



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Harvard Bias Test Debrief



1. What was your experience taking the bias tests? Was there anything surprising?
2. What emotions, thoughts, sensations were present during the experience?
3. If you had a bias toward any particular group- can you see where/how this might have formed based on your worldview?
4. Do you have any thoughts about what to do with this information?

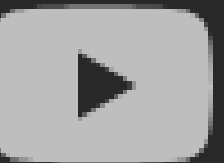






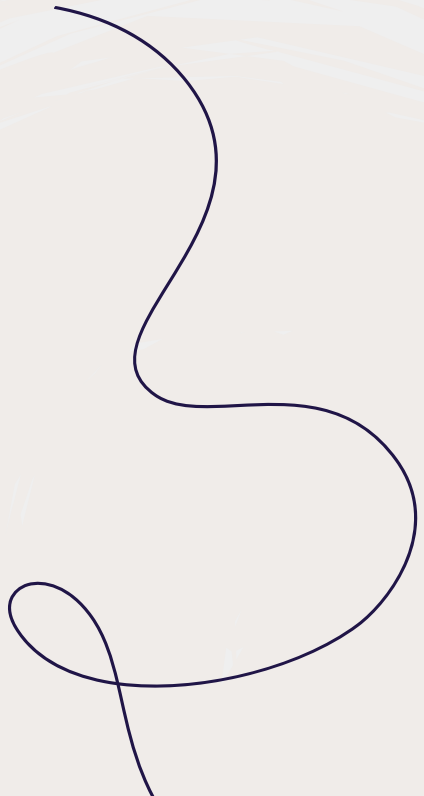
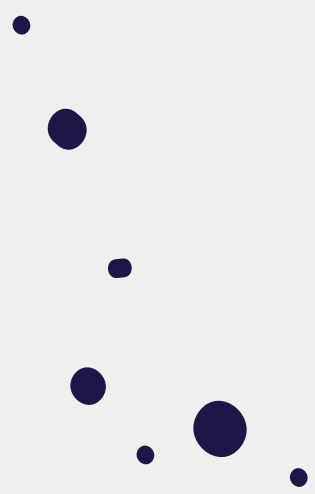
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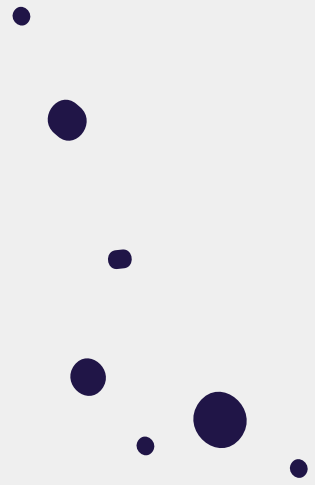
Power Discussion

1. Power (internal) vs power (over) – what's the difference, are they related?
2. How can mindfulness support your own internal power?
3. Why is it important to talk about power in the context of being a mindfulness teacher?

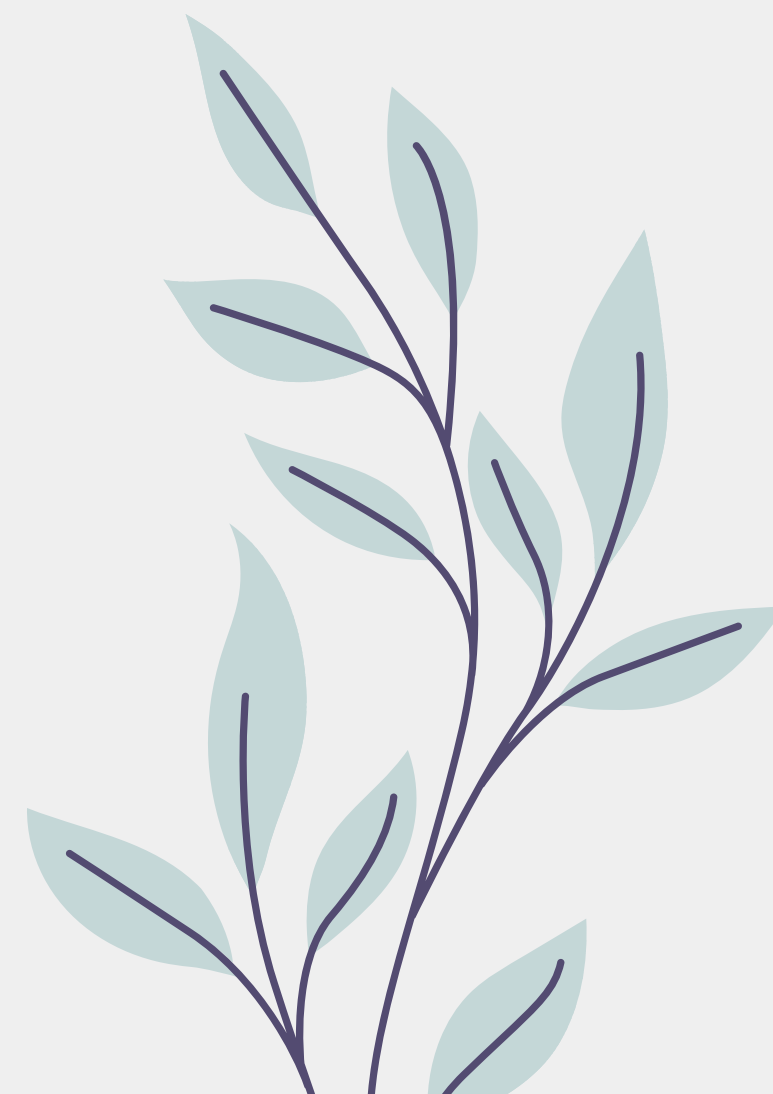


Closing Reflections

- Where does your perspective about cultural competence, bias and power feel broad and where does it feel narrow or fixed?
- What assumptions might you carry into your teaching spaces? About who is open, resistant, easy to teach or difficult.
- What is your plan for addressing “what you don’t know”, bias, power structures?



Sunday
June 22nd



Gallery Walk

