

Chris Reck

Teaching as Mindful Interaction

www.alreadymindful.com



chris.reck@hotmail.com

250 884 5462

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



2nd Principle:

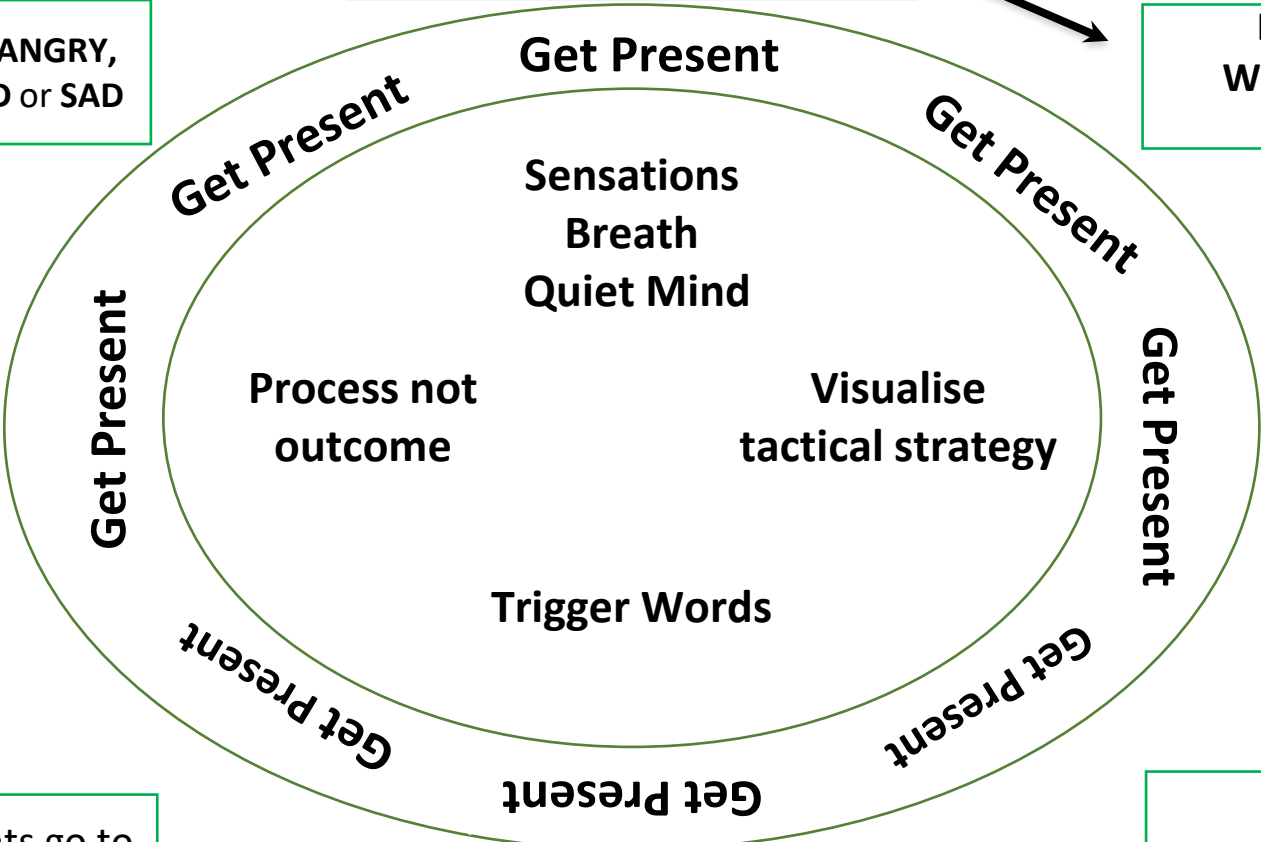
Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place.

*The Emotion Wheel
(Juan Coto)*

Challenging Situation

**(E) Become ANGRY,
FRUSTRATED or SAD**

**FUTURE
What might
happen**



**(D) Thoughts go to
the PAST**

**Errors and poor
decisions**

**Become
NERVOUS/ANXIOUS
or DISENGAGED**





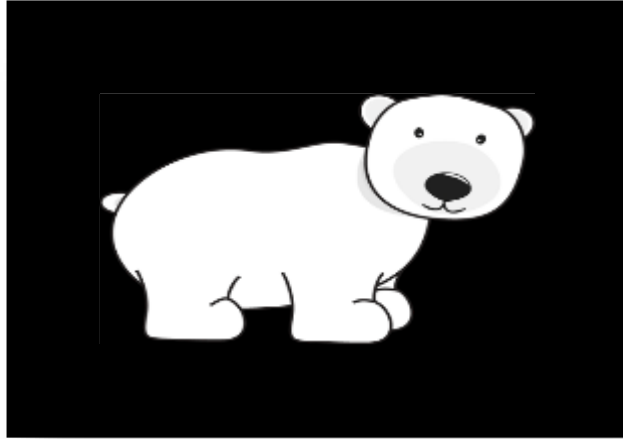
Attentional Capacity: the performer's dilemma



$$PO + PE - I$$

**= *Optimal flourishing
performance***

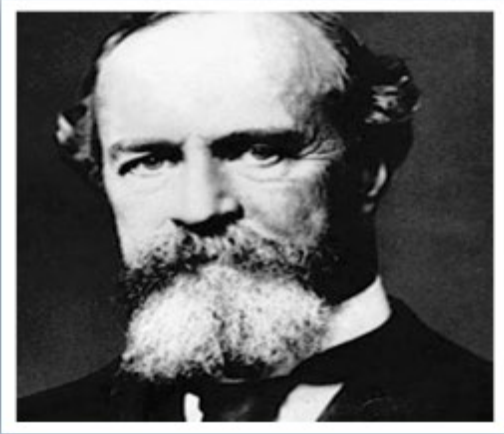
I have no problem with interference...



- 1,000
- 40
- 1,000
- 30
- 1,000
- 20
- 1,000
- 10

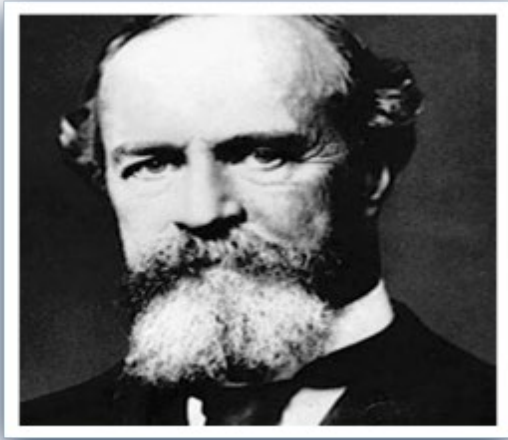
*a wealth of information creates a poverty of
attention.*

Herbert A. Simon



William James

“ *The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character, and will. No one is *compos sui* [master of himself] if he have it not...* ”



William James

“ *...an education which should improve this faculty [of attention] would be the education **par excellence**. But it is easier to define this ideal than to give practical directions for bringing it about.* ”

Categories of distraction	What distracts you ?
Daydreaming	
Planning	
Judging	
Criticising	
Remembering	
Worrying	
Feelings (bodily sensations such as hunger)	
Listening (attention drawn towards sounds)	<i>Hassed & Chambers 'Mindful Learning', p. 52-55</i>

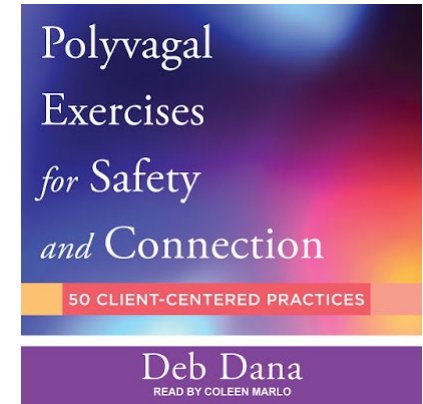
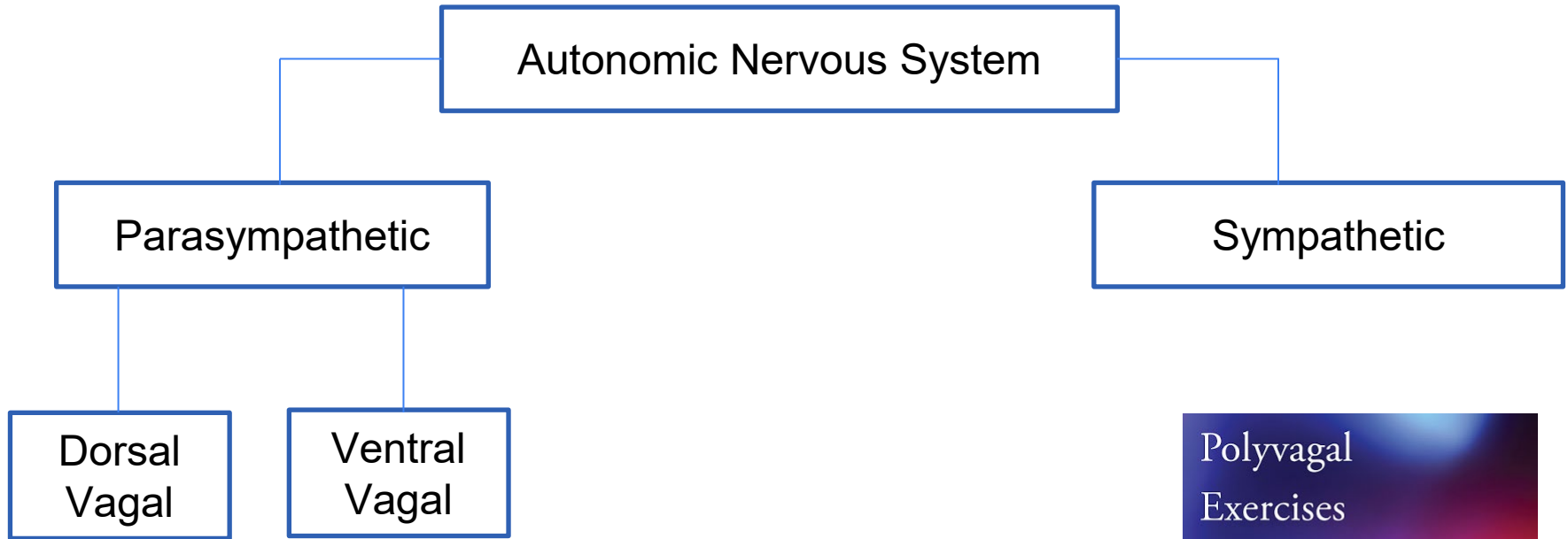
Trauma- informed learning design

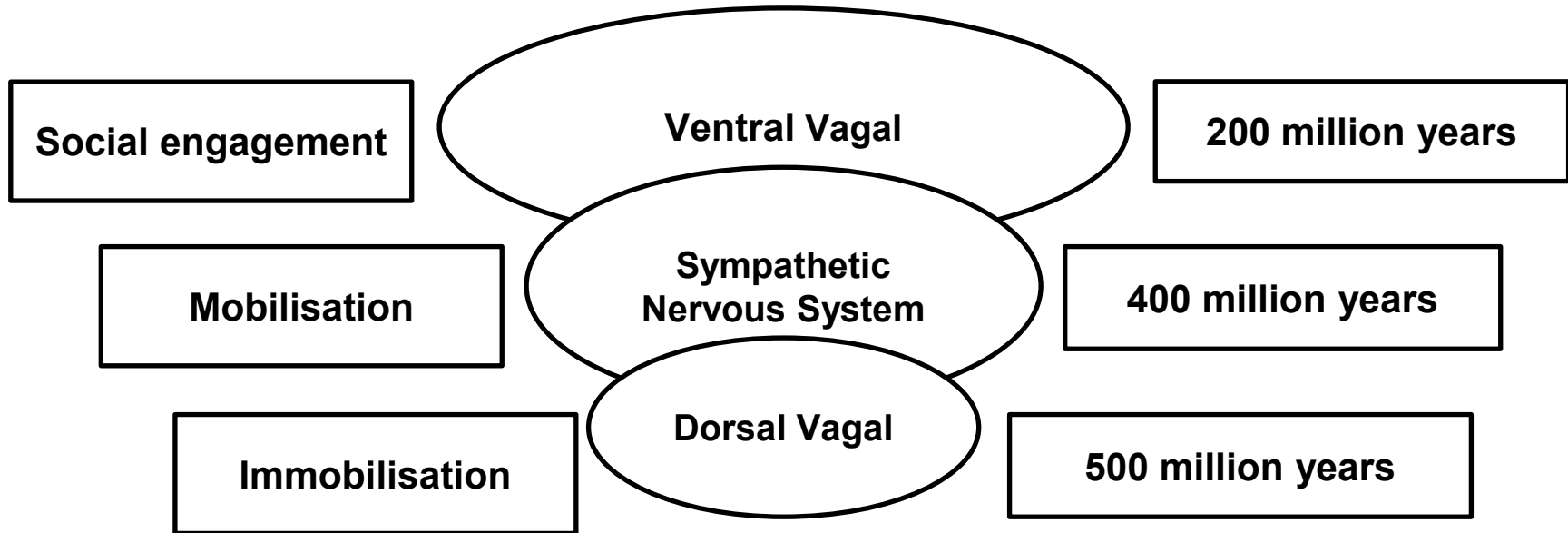
Trauma-informed organisation:

- **One: Realises** the widespread impact of trauma
- **Two: Recognises** traumatic symptoms.
- **Three: Responds** effectively.
- **Four Avoids Retraumatization.**

Recommended reading.

- Patricia A. Jennings. [The Trauma Sensitive Classroom: Building Resilience with Compassionate Teaching.](#)
- Naish, Oakley, O'Brien. [The A-Z of Trauma Informed Teaching: Strategies and Solutions to Help with Behaviour and Support for Children Aged 3 – 11.](#)
- Lori L. Desautels, [Intentional Neuroplasticity, Moving Our Nervous Systems and Educational System Toward Post Traumatic Growth.](#)







Ventral Vagal

flow, connected, warm, open-hearted, curious, engaged, capable, organized, passionate, at ease

Safe

I am OK

Social

The world is Welcoming, filled with opportunity

F
L
O
W

Sympathetic

out of control, too much, confusing, overwhelming, angry, confrontational, ready to run

Mobilized

I am ... crazy, toxic

The world is ... unfriendly, scary, exploding

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Fight or Flight

dark, foggy, fuzzy, silent, out of focus, cold, numb, hopeless, helpless, shut down, disconnected

Dorsal Vagal

Immobilized

I am ... unloveable, invisible, lost and alone

The world is ... cold, empty, uninhabitable

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Collapsed



Ventral Vagal

Safe

Social

Sympathetic

Mobilized

Fight or Flight

Dorsal Vagal

Immobilized

Collapsed

Glimmers

A smile, emails with friends, feeling the sun on my face, coffee with a friend, songs on the radio, watching a favourite TV show with my partner, dinner with friends, driving by the beach, early morning quiet time, playtime with the kids, my dog, my cat.

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Triggers

Raised voices, deadlines, Facebook posts, arguing with my partner, bills I can't pay, having to co-parent with my ex, the morning commute, not being listened to, my to-do-list, noisy co-workers, long lines

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Triggers

Constant demands I can't meet, being ignored, feeling powerless to make a difference, watching the news, chronic pain, illness, losing a friend, being left out of conversations

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Things I can do on my own:
What helps me stay here?

Things I can do with others:
What helps me stay here?

What moves me out of here?

What moves me out of here?

What moves me out of here?

What moves me out of here?



Things I can do on my own:
What helps me stay here?

go for a walk
feel the sun on my face
go to the beach cook
take a drive
time alone in the morning
sunshine

listen to music
garden
intentional breath
coffee sitting in the

Things I can do with others:
What helps me stay here?

walk with a friend dinner with family
meet a friend for coffee
game night
giving or getting a hug
Zoom with friends or family
a night out with my partner

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What moves me out of here?

Clean
Declutter
Dance in the kitchen
Sing along to loud music
Scream and swear out loud to myself
Exercise – go for a walk or run

What moves me out of here?

Rant to a friend
Talk or text
Go for a walk/run with a friend
Go to a class at the gym
Go to a yoga class
Ask someone to listen to me without needing to
“fix it”.

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What moves me out of here?

Sleep
Prayer
Cry
Nature
Remember moments in the past when I felt ok
Imagine being around someone I feel safe with

meditation
hot tea
hot bath/shower

What moves me out of here?

Accept a hug
Let someone sit with me
Text/email with a friend
Go for a walk without talking
Go sit in a place where there is activity and people

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