

## The Art Of Mindful Facilitation

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The Art of Mindful Facilitation How? The BLUES 1. Begin Where they are not where you want they to be. 2. Learn what they have gone through to get into this room. 3. Understand how their past affects who they are today 4. Emotionally relate to how they are feeling. Nourish a

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The Art of Mindful Facilitation was written by Lee Mun Wah to share his experiences and expertise with students, other diversity trainers and anyone wishing to deepen their knowledge of race and group dynamics. The book describes his twenty years as a master diversity trainer and facilitator.

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the art of mindful facilitation the goal of this workshop is to enable participants to develop both listening and responsive techniques that will enable them to communicate more effectively cross culturally and when communication disconnections occur the art of mindful facilitation how the blues 1 begin where they are not where you want

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Facilitation is the art of establishing trust, focus and engagement in groups. It helps to establish meeting-smart work cultures that foster creativity and actively engage participants. By encouraging inclusivity of all perspectives in the room, innovative, sound and sustainable solutions arise.

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michael crichton the art of mindful facilitation was written by lee mun wah to share his experiences and expertise with students other diversity trainers and anyone wishing to deepen their knowledge of race and group dynamics the book describes his twenty years as a master isbn 9781450770163 1450770169 oclc number 58810302 description xii 139 pages 28 cm contents the art of mindful facilitation workshop issues training the art of mindful facilitation ebook mun wah lee amazoncomau kindle

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Explores the practical art and science of mindfulness as it relates to the traditions of Buddhism with a helpful guide to improving a mindful stance and an awareness of life experiences in any situation or circumstance.

A practical guide to experiencing natural awareness—an effortless and spacious state of resting in the depth or our being. Do you recall, as a child, being enthralled by a drifting cloud, a rain-soaked leaf, a wandering ladybug? Or suddenly having a sense of timelessness, contentment, and ease? If so, then you've already had a taste of natural awareness. Known and revered in many traditions as a complement to focused mindfulness training, natural awareness transcends even these wondrous childhood moments. Some describe it as a profound " awareness of awareness " —an effortless, boundless state of resting in the depth of our being. For those new to meditation and experienced meditators alike, these 72 " mini-chapters " guide you on an in-depth odyssey into natural awareness, illuminated by many simple and enjoyable insights and exercises. The Little Book of Being invites you to explore: The spectrum of awareness practices, from focused mindfulness to flexible mindfulness to natural awareness How classical mindfulness and effortless natural awareness enrich and shape each other, and how to practice both Three ways to move into natural awareness—relaxing effort, broadening awareness, and dropping objects A treasury of " glimpse practices " to spark natural awareness anytime, in just a few moments How to bring this way of " simply being " into your daily life, into your connection with others, and into the world " At first natural awareness may seem far away, just a whisper, but then it will begin to grow and expand and permeate aspects of living. Over time we may feel more peace, more connection to ourselves. We may find ourselves taking life a bit more lightly. We may feel a sense of relaxed ' beingness ' throughout the day, and when we do get caught in our dramas, we may find ourselves moving out of them quicker than we imagined we could. " —Diana Winston

Many children who have experienced serious trauma are withdrawn and closed off, making it difficult to engage with them in therapy effectively. This book offers a compendium of therapeutic activities that will help children who have endured painful abuse to open up, so that they can learn to express their feelings and therapy can be directed towards their individual needs. From useful techniques for bridging memory gaps to using masks for self-expression, the innovative activities use mindfulness, art and play to help children feel relaxed and responsive. The activities require very little preparation, and use only everyday items that are easy to access and can be used time and time again. Case studies throughout offer a helpful demonstration of how the activities work in practice. This is an ideal resource for use with children in therapeutic, home and school settings. It is appropriate to use with children aged 5-17 who have experienced trauma, physical abuse, sexual abuse, forced migration and severe neglect, as well as those with acute depression, anxiety and behavioural difficulties.

How can I apply learning and social justice theory to become a better facilitator?

Should I prepare differently for workshops around specific identities?

How do I effectively respond when things aren't going as planned?

This book is intended for the increasing number of faculty and student affairs administrators ? at whatever their level of experience -- who are being asked to become social justice educators to prepare students to live successfully within, and contribute to, an equitable multicultural society.

It will enable facilitators to create programmes that go beyond superficial discussion of the issues to fundamentally address the structural and cultural causes of inequity, and provide students with the knowledge and skills to work for a more just society. Beyond theory, design, techniques and advice on practice, the book concludes with a section on supporting student social action.

The authors illuminate the art and complexity of facilitation, describe multiple approaches, and discuss the necessary and ongoing reflection process. What sets this book apart is how the authors illustrate these practices through personal narratives of challenges encountered, and by admitting to their struggles and mistakes.

They emphasise the need to prepare by taking into account such considerations as the developmental readiness of the participants, and the particular issues and historical context of the campus, before designing and facilitating a social justice training or selecting specific exercises.

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