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| **Title of paper:** | 5 misconceptions in mindfulness and why they may be harming your pupils. |
| **Attendance at conference:** | As explained in the guidelines, the 2018 conference runs through Thursday, May 10th and Friday, May 11th. If your paper is accepted you will allotted a slot on either of those 2 dates.*If you are unable to commit to both days, you* ***must*** *indicate full details here:* |
| **Lead Presenter****(please indicate if you are a student teacher in a bracket after your name):** | NameAlan Weller | InstitutionUniversity of East London | Emaila.v.weller@uel.ac.uk | Phone02082236372 or 07966492588 |
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| **Co-presenters****(please indicate if any are student teachers in a bracket after he name):** | Name | Institution | Email None |
| Name | Institution | Email |
| Name | Institution | Email |
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| **Aim of paper:** | **(approx 50 words)**Secular mindfulness has come into the education sector. Although acknowledging the source as the Buddhist teachings, it is very different. This paper looks at the original scriptures and draws out 5 misconceptions in practice and why they may be harmful to those who undertake them. |
| **Content of the presentation, including any impact on practice, if appropriate:** | **(200 - 300 words approx.):** The presentation will first look at the important of understanding misconceptions no matter what the subject. The example of weightless in the space shuttle will be used to show that there is a dumbing down of the problem, a misconception/pre-conception. In GCSE physics we have an audit of 200 misconceptions which both pupils and teachers get wrong. Yet with this secular mindfulness in some of our schools there is no challenge to misconceptions.Five areas of misconceptions of the development of mindfulness will be covered referencing quotes from the original scriptures.1. History is not important. (with the example of physics to begin with).
2. The understanding of the difference between concept and reality is not necessary.
3. The mental phenomena in this world are not conditioned.
4. The purpose of mindfulness is to be calm and have less stress.
5. Wrong mindfulness will not harm you.

The presentation will also show how the right understanding of mindfulness can be incorporated into the existing curriculum. As a starter in KS4 Biology, KS4 Physics, A level Medical physics. They can be used in PSHE /Citizenship by understanding that attachment conditions racism, genocide, sexual misconduct, and suffering. In RE, science can be challenged as the only way of understanding the world. Science has an idea about reality as its object of study whereas mindfulness has a reality as its object of study. These 5 misconceptions can show us another meaning of spirituality. We do not understand reality as it is, so we are attached and so we go wrong, suffer and cause others suffering. |
| **Link to conference title:** | **(Up to 50 words maximum):**As teachers, the most fundamental of values that we should strive for is to 'Establish a safe and stimulating environment for our pupils'. Yet this secular mindfulness coming into our schools does the very opposite and is unchallenged because of our lack of ambition to challenge. |
| **The country to which the presentation relates and any possible cross-reference to other UK countries (or international work if****appropriate):** | All |