

**THURSDAY, MARCH 2**

<b>Registration</b>	<b>8:00 am- 1:00 pm</b>	
<b>Welcome and Arriving Practice</b>	9:00 – 9:20 am Magnolia Ballroom	Gini Weisz & Alan Forrest
SESSION BREAK	9:20 – 9:30 am	
<i>Contemplative Practice Session: Gentle Yoga with Yoga Nidra Meditation</i>	9:30 – 10:30 am Dogwood 1	Nancy Harvey
<i>Contemplative Practice Session: InSpire Gatherings to Support Mindfulness, Community, and Service</i>	9:30 – 10:30 am Dogwood 2	Lori Marsh, Jamie Reygle
SESSION BREAK	10:30 – 10:45 am	
<i>Student-led Session: Deep Listening Through Music: Contemplative Pedagogy for Sociology and Women and Crime Courses</i>	10:45 – 11:15 am Dogwood 1	Courtney Ross
<i>Student-led Session: Cultivating Compassion in Education: A Burnout Intervention Program</i>	10:45 – 11:15 am Dogwood 2	Jaime Heiner
SESSION BREAK	11:15 – 11:30 am	
<i>Student-led Session: Do Teachers Really Change Lives? Why, Yes. Yes They Do.</i>	11:30 am – 12:00 pm Dogwood 1	Madison (Maddie) Rose
<i>Student-led Session: How healthy are helpers? Addressing wellness with graduate counseling students</i>	11:30 am – 12:00 pm Dogwood 1	Curtis Taylor, Nandini Bhowmick
<b>LUNCH</b>	12:00 – 1:00 pm Magnolia Ballroom	
<i>Plenary Session: The 4 C's – Creativity, Culture &amp; Contemplation Build Community. The Classroom Seen as Community</i>	1:00 - 2:00 pm Magnolia Ballroom	Charisse Minerva
SESSION BREAK	2:00 – 2:15 pm	
<i>General Session: Our Students Have Changed. Should We?</i>	2:15 – 3:15 pm Dogwood 1	Tricia Easterling
<i>General Session: Using the Community Resiliency Model (CRM) at Virginia Tech</i>	2:15 – 3:15 pm Dogwood 2	Dave Andrews, Erica Coates
<i>General Session: Intuitive Eating as a Contemplative Practice: What it can do for you and for students in higher education</i>	2:15 – 3:15pm Dogwood 3	Alessandra Sarcona, Dara Dirhan
SESSION BREAK	3:15 – 3:30 pm	
<i>Roundtable: Engaging college students to mindfulness meditation practices (Repeat)</i>	3:30 – 4:30 pm Dogwood 1	Alan Forrest, Juliet Trail, Jamie Reygle
<i>General Session: Integrating Contemplative Practices in College Teaching</i>	3:30 – 4:30 pm Dogwood 1	Stephanie Siebolt
Reception and Dinner Buffet Available	5:00 – 6:15 pm Magnolia Ballroom	
<b>Evening Keynote, Welcome &amp; C-HEARTS Mission</b>	6:15 pm Magnolia Ballroom	Gini Weisz & Alan Forrest
<b>Evening Keynote Address, "The Poetry of our Lives - Staying Steady"</b>	6:30-8:00 pm Magnolia Ballroom	Naomi Nye

**FRIDAY, MARCH 3**

<b>Registration</b>	<b>8 am - 10 am</b>	
<i>Contemplative Practice Session: Qigong for Wellbeing</i>	8:00 – 8:50 am Dogwood 1	Matthew F Komelski
<i>Contemplative Practice Session: The Settled Space</i>	8:00 – 8:50 am Dogwood 2	Jamie Reygle
<b>Welcome and Arriving Practice</b>	9:00 – 9:20 am Magnolia Ballroom	Gini Weisz & Alan Forrest
SESSION BREAK	9:20 – 9:30 am	
<i>Research Talk: Contemplating through the Analysis of Material Cultures</i>	9:30 – 10:00 am Dogwood 1	Eunju Hwang, Dina Smith-Glaviana, Jacelyn Lazore
<i>Research Talk: Graduating Into Service-Oriented Professions: Can Mindfulness Interventions Increase Job Satisfaction?</i>	9:30 – 10:00 am Dogwood 2	Erin Hopkins
SESSION BREAK	10:00 – 10:15 am	
<i>Contemplative Practice Session: EcoDharma Contemplations on Deep Ecology and Climate Change</i>	10:15 – 11: 15 am Dogwood 2	Juliet Trail
<i>Contemplative Practice Session: Lectio Divina as a Pedagogical Tool for Promoting Global Citizenship Education (GCE): Awareness and Interconnection for Our Survival in the World</i>	10:15 – 11: 15 am Dogwood 2	Maureen P. Hall, Mary Ellen Lynch, Raymond E. Davis, Andrea Burnett
SESSION BREAK	11:15 – 11:30 am	
<i>General Session: Exploring Emotions Through Journaling</i>	11:30am – 12:30pm Dogwood 1	Colleen Driscoll
<i>General Session: Four Methods for Creating a Contemplative Fine Arts Classroom</i>	11:30am – 12:30pm Dogwood 2	Denise R Bernardini
<i>General Session: Mindfulness Meditation for Helping Professional, Graduate, and Medical School Students</i>	11:30am – 12:30pm Dogwood 3	Mary Ann Taylor, Alan Forrest
<b>LUNCH</b>	12:30 – 1:30 pm Magnolia Ballroom	
<i>Plenary Session: Zen: Appreciating the One and the Many</i>	1:30 – 2:30 pm Magnolia Ballroom	Ellen Birx
SESSION BREAK	2:30 – 2:45 pm	
<i>Roundtable: Tell a Story, Touch a Soul: Storytelling as a Contemplative Approach for Fostering Global Citizenship Education</i>	2:45 – 3:45 pm Dogwood 2	Andrea Burnett, Maureen P. Hall, Mary Ellen Lynch, Raymond E. Davis
<i>General Session: Whole Brain Living and Emotional Alchemy</i>	2:45 – 3:45 pm Dogwood 3	Anna Pittman
SESSION BREAK	3:45 – 4:00 pm	
<b>Friday Keynote, Introductions and C-HEARTS Announcements</b>	4:00 – 4:15 pm	Gini Weisz & Alan Forrest
<b>Keynote Address, "My Grandmother's Blessings"</b>	4:15 – 5:45 pm Magnolia Ballroom	Stephen Murphy-Shigematsu

**SATURDAY, MARCH 4:  
DAYLONG RETREAT, "A Day of Playful and Embodied Mindfulness Practice"**

SHUTTLE TO SELU CONSERVANCY	Departs at 8:30 am	
<b>Daylong Retreat Lunch provided during retreat.</b>	9:30 – 4:30 pm	Joe Klein and Charisse Minerva
RETURN SHUTTLE TO HOTEL	Departs at 4:45 pm	

**SESSION DESCRIPTIONS:**  
*ORGANIZED BY SESSION TYPE, ALPHA BY TITLE*

Session Type	Session Title	Presenters	Session Description
Plenary Session	The 4 C's: Creativity Culture & Contemplation Build Community. The Classroom Seen As Community	Charisse Minerva	In The 4 C's - there will be a presentation followed by discussion, real life examples and exploration of how to use the elements of Creativity, Culture, and Contemplation to build Community in classrooms, especially when teaching Mindfulness but applicable in multiple curriculums. Purpose: Using the approach presented, educators explore the value of creating a community environment that supports the material being learned, students in the room, as well as the educator. These multiple components work hand in hand to enhance and enrich the learning experience. Goal: To empower educators in classroom communities, recognize the value students, and their culture, bring to the learning process, and create relationships that deepen respect and trust. Participant Outcome: Educators are offered a perspective and process to add to their toolkits, that values the presence of community and its role in deepening learning outcomes. This knowledge is crucial, especially in dealing with communities that may be different from the educator's usual experience. It is also extremely vital in cross-cultural situations as well as in Equity and Justice work.
Plenary Session	Zen: Appreciating the One and the Many	Ellen Birx	Through Zen stories, koans, and poems we will explore Zen insights into nonduality and nonseparation along with Zen's equal emphasis on differentiation and functioning in the world of cause and effect. The group will engage in a brief period of Zen meditation to highlight the similarities and differences among Zen meditation and other forms of mindfulness and contemplation. We will discuss the interspiritual practice of Zen and other spiritual traditions as a way to build bridges in our multicultural society. Appreciation of the One and the Many will be presented as a way of coping with the complexity and divisiveness university communities are facing.
General Session	Exploring Emotions Through Journaling	Colleen Driscoll	In this session we use journaling as a tool for exploring the intersection of mindfulness and emotions. We will take some time to journal individually and engage in dialogue collectively about the "what", "why", & "how" of our unique emotional experiences. We will then discuss how we have added this workshop on campus to promote emotional wellness and mental health among students.
General Session	Four Methods for Creating a Contemplative Fine Arts Classroom	Denise R Bernardini	Objective: This session will discuss and demonstrate four methods in the contemplative fine arts classroom. The following methods will encourage students to partner in their learning by creating intentions, using breathwork and meditative activities to deal with intrusive thoughts and fears, describing and discussing somatic sensations, and exploring new skills with no expectations of a perfect outcome. The methods discussed are: Intention: We are taught in many pedagogical settings to state learning outcomes for the students. We will discuss and design ways to invite them to create their intentions for learning. Isolate from Distractions: Distractions are a problem for us all. Encouraging students to leave distractions outside the arts classroom can increase their learning and presence. Notice the Body: Students must distinguish helpful and unhelpful somatic sensations. Using the body as the instrument is often punishing, whether in dance, music, or theatre. When students have an awareness of their sensations, they isolate those sensations. Young artists often need permission to verbalize what they are feeling and be able to assign qualitative verbiage. Noticing the body also keeps them present in the here and now, which is an added benefit. Give up Judgement: So often, what prevents a student from making progress or learning a new skill is sitting in the role of the judge They may look for perfection and feel they cannot present a new skill until it is perfect; if class time is a place for exploration rather than achievement, they can break through the perfection barrier.
General Session	Integrating Contemplative Practices in College Teaching	Stephanie Siebolt	Over the past several years, I have noted that my students are more stressed and anxious and do not always arrive with skills needed to deal with these feelings. The purpose of this interactive session is to share how I incorporate contemplative pedagogy in my teaching to address student needs. The goals of this interactive session include providing a brief overview of contemplative pedagogy followed by participant engagement in a variety of contemplative practices that can be incorporated into one's own teaching practice. Expected learning outcomes include participants' having a better understanding of contemplative pedagogy and leaving with concrete ideas to incorporate into their own teaching.
General Session	Intuitive Eating as a Contemplative Practice: What it can do for you and for students in higher education	Alessandra Sarcona, Dara Dirhan	The purpose of the session is to share an evidence-based, mind-body health approach called Intuitive Eating (IE) with participants so that they can apply the principles of intuitive eating personally, and share this contemplative practice with their students. College students have a high risk of disordered eating, including dieting and unhealthy choices. Studies incorporating IE education among college students have found that IE practices are inversely associated with disordered eating patterns; fewer

			<p>food anxieties, dieting behaviors, and greater pleasure associated with food; greater acceptance of body image and less weight-related shame; and less dietary restraint behaviors. The goals of the session will be to review the principles of IE, outline the importance of this mindful approach for college students as it relates to their eating behaviors, and allow the audience to practice IE strategies for their personal eating management. The session will review innovative pedagogical activities incorporating IE into a higher education course curriculum and the outcomes of this intervention. Participants will be able to recall the 10 principles of IE and its benefits, distinguish the use of IE for college students and personal practice, and apply IE practices.</p>
General Session	Mindfulness meditation for helping professional, graduate, and medical school students	Mary Ann Taylor, Alan Forrest	<p>Students pursuing a graduate degree or advanced graduate degree, e.g., master's, doctoral, and medical students, endure a significant amount of stress throughout their education and professional careers. With many personal and professional roles to fill, helping professional students (medical, nursing, social work, counseling, psychology, physical therapy, occupational therapy, music therapy, and others) are also challenged with a considerable academic workload and a full schedule. While attempting to maintain a personal life in addition to their role as a graduate student, they may engage in unhealthy behaviors as an attempt to keep up with their rigorous academic demands. In addition to the stress of managing their academic workload, clinical training, and having a personal life, medical and helping professional students may also experience significant levels of anxiety, worry and concern related to fear of failure and not being successful in their work.</p> <p>This session will examine medical and other helping professional students and how mindfulness meditation has been, and can, be incorporated into their training. Specific strategies, trainings, retreats, and interventions will be presented and discussed. Additionally, there will be an experiential component to this presentation.</p>
General Session	Our Students Have Changed. Should We?	Tricia Easterling	<p>Our students HAVE changed. If we follow an educational maxim of "meet them where they are and start with what they know," it is going to require a professional re-tooling of sorts. The aim of this session is to illustrate some of the features of today's students (un)thinking habits and how to effectively adapt our teaching approaches. Critical thinking overlaps beautifully with mindfulness practices. Come learn some of the particulars...</p>
General Session	Using the Community Resiliency Model (CRM) at Virginia Tech	Dave Andrews, Erica Coates	<p>The Community Resiliency Model (CRM) is designed to help individuals and communities understand the natural nervous system response of their bodies during times of stress and/or trauma. It also teaches skills to help individuals return to and expand what is known as the resiliency zone. One of the core principles of this model is that it can be easily learned, adapted, and taught by others so that it is accessible and relevant to all communities. Students, staff, faculty, and clinicians can normalize the experience of being out of the resilient zone, and offer one another skills to return to the resilient zone. In this session, we will help participants understand the science behind the model, learn to track what is happening with their own nervous system, and practice some of the skills to help get us out of the fight, flight, freeze, and fawn state. We will also discuss our efforts to implement this model on the Virginia Tech campus.</p>
General Session	Whole Brain Living & Emotional Alchemy	Anna Pittman, PhD	<p>We will explore the four parts of the right and left brain in the language of archetypes essentially outlining the Hero's Journey to wellness.</p>
Research Talk	Graduating Into Service-Oriented Professions: Can Mindfulness Interventions Increase Job Satisfaction?	Erin Hopkins	<p>Many students graduating from college begin their careers in emotionally demanding occupations. One such example is a career on the service frontlines regularly helping customers handle emotionally charged scenarios as a service-oriented professional. As part of their work role, the service-oriented employee is expected to remain friendly and optimistic when dealing with irate customers, even if these are not the authentic feelings of the employee (Rafaeli &amp; Sutton, 1987). In order to serve the company's commercial purpose, the employee must use considerable emotional labor to manage their emotions (Hochschild, 2012). While adhering to emotional display rules may result in performance benefits, the resulting constraints on emotional expression can negatively affect the well-being of employees (Diefendorff &amp; Gosserand, 2003). Specifically, emotion regulation can cause stress, emotional exhaustion, decreased job satisfaction, and higher turnover intentions. One way to potentially address these negative outcomes of emotional labor is to introduce a mindfulness intervention. Mindfulness is defined as "the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us" (Mindful Staff, 2020, para. 3). The purpose of this session is to examine the literature on mindfulness interventions and emotional intelligence cultivation in the workplace with specific focus on service-oriented professionals. Learning outcomes for participants include understanding potential positive and negative impacts of mindfulness interventions and emotional intelligence cultivation from an employee and employer perspective.</p>

Research Talk	Contemplating through the Analysis of Material Cultures	Eunju Hwang, Dina Smith-Glaviana, Jacelyn Lazore	<p>To enhance students' awareness and understanding of how our artifacts and designed environments shape our identity and society values, two faculty members from Residential Design and Fashion Design collaborated and contemplated with students through their analysis on historical homes and clothing. In advancing curricular and public engagement projects that center the knowledge of the local Native American community, we organized guest lecture series, visited historic buildings and costumes through joint class activities and measured students' learning outcomes on their cultural understanding.</p> <p>From our previous collaboration, we learned that students enjoyed talking to people who had different cultural values different from them; however, this did not mean that they enjoyed taking courses that challenged their beliefs and values (Hwang et al., 2021). To gain deeper understanding of this, we adopted approach of Byun, Kim, and Duffey (2012)'s multi-dimensional learning outcomes, and measured students' attitude to openness to diversity, listened to their emotional learning outcomes, and contemplated with students through reflection essays, weekly interactions with the faculty, and visual presentations on their own cultural understanding and identity. The focus of the conference presentation will be the teaching activities, the reflection of students' cultural identity and faculty's own reflection on working with them, and the showcases of student projects.</p>
Roundtable Conversation	Engaging college students to mindfulness meditation practices	Alan Forrest, Juliet Trail, Jamie Reylege	<p>Emerging adulthood (ages of 18-30 years) is a critical developmental period characterized by mental health challenges for college students. Mindfulness-based approaches have been associated with mental health benefits. Mindfulness in the classroom, referred to as "contemplative pedagogy," includes teaching methods designed to quiet and change the habitual chatter of the mind to cultivate a capacity that involves teaching methods designed to cultivate deepened awareness, concentration, and insight.</p> <p>The purpose of this roundtable session is to bring together college and university faculty to engage in a conversation as to what are the most effective ways to introduce and engage college students to mindfulness meditation practices.</p> <p>Areas of discussion will include: • Where to begin? • How to solicit support for mindfulness-based approaches to the educational process? • What has worked? • The use of mindfulness courses at the college level • Implementing mindfulness meditation programming • How to increase perceptions of mindfulness for faculty and students? • How to infuse mindfulness into all disciplines? • What pedagogical methods have been successful, e.g., guided meditation, journals, silence, music, art, poetry, dialogue, and questions?</p>
Roundtable Conversation	Tell a Story, Touch a Soul: Storytelling as a Contemplative Approach for Fostering Global Citizenship Education	Andrea Burnett, Maureen P. Hall, Mary Ellen Lynch, Raymond E. Davis	<p>This session will explore ways how storytelling can be used as a contemplative approach for deeper understanding(s) of Global Citizenship Education (GCE). Building on the work of Narrative 4, roundtable presenters will share best practices for using storytelling as a learning modality and demonstrate how this storytelling model is practiced. Narrative 4 is a non-partisan global network consisting of authors, educators, and students who use powerful personal stories to build empathy and spark collaborative change by shattering stereotypes and breaking down barriers. This story exchange model is aligned with GCE's emphasis on building a community of empathetic global citizens and serves as a vehicle for this change. Elements and concepts found within notions of GCE include "different ideologies about the meaning of citizenship, globalization, and the role of education in a global society" (Sant et al., 2018, p. 21). Integrating Narrative 4's model into GCE humanizes the learning experience through storytelling. Storytelling enhances student engagement in the classroom. One high school student reflected: "Having a glimpse into someone's personal story is not only inspiring—but pushes me to keep helping my community." Integrating storytelling into curriculum helps students build core global citizenship competencies such as empathy, active listening, intercultural skills, and active community participation, preparing them to thrive in our interconnected world. In a broad view, storytelling holds great possibilities for a contemplative approach to learning about GCE, and, ultimately, serves to make the world into a more compassionate, open-minded space where diversity thrives.</p>
Student-led Session	Do Teachers Really Change Lives? Why, Yes, Yes, They Do.	Madison (Maddie) Rose	<p>As a student, I've never been impacted as much as I was in the Fall of 2021 when I was introduced to the concept of 'radical self-acceptance'. In those 14 weeks, I began my journey of exploring mindfulness. The goal of today's session is to share the invaluable practices I have learned and how I was slowly able to implement mindfulness into my everyday college life. Come learn how educators can truly make a difference in their student's lives and witness firsthand the impact mindfulness can have on the academic performance and mental wellbeing of a college student.</p>

Student-led Session	How Healthy are the Helpers? Addressing Wellness with Graduate Counseling Students	Curtis Taylor, Nandini Bhowmick	Wellness is an essential component of mental health counseling. The importance of counselor wellness, as well as recognizing and addressing counselor impairment are well-documented. Academic and ethical standards mandate that counselor education programs address wellness, counselor wellness, and impairment with graduate students who are aspiring to become counselors. However, the research regarding how, or even if, counselor wellness and impairment are being assessed and developed in master's level counseling programs is limited. It is the responsibility of counselor educators, as counselors, educators, advocates, and gatekeepers to assess and develop the wellness of their students to ensure that counselors are well-prepared and free of impairment, prior to entering the profession.
Student-led Session	Deep Listening Through Music: Contemplative Pedagogy for Sociology and Women and Crime Courses	Courtney B. Ross	Sociology courses focused on the experiences of women and girls in the social and criminal justice system are designed to provide a critical understanding of summarizing and critiquing scholarly work on the topic of gender and criminality/deviance. Historical and contemporary issues such as racial ethnic background, social class, and contemporary civil movements, are discussed. A contemplative pedagogical approach deepens the capacity for learning the materials and encourages self-wellbeing, healthy relationships, and social wellbeing. When students are more knowledgeable of inner aspects of self, this assists them in making unique discoveries about real-world situations. This presentation draws from cross-sectional data collected from reflective journal assignments by undergraduate students enrolled in a sociology course, Women and Crime. The contemplative exercise of Deep Listening with Music was a favorite exercise for many of the students. They expressed their love for and interest in music, and gratitude for the opportunity to connect what they knew well toward the course. In this interactive presentation, attendees will engage in a Deep Listening Through Music exercise and a discussion exploring how music conjoins with deep listening contemplative practice as a valuable class exercise.
Student-led Session	Cultivating Compassion in Education: A Burnout Intervention Program	Jaime Heiner	While empathy is a psychological phenomenon which is vital for successful social cognition and interactions, it can lead to emotional overload in the form of empathic distress when not properly regulated (Klimecki, Leiberg, Ricard, & Singer, 2013; Silva et al., 2018). Researchers have identified that a person could limit the emotional exposure involved in empathic responses using strategies such as mindfulness or compassion meditation to reframe the distinction between one's own experiences and the experiences of another (Li, Mai, & Liu, 2014; Cheng et al., 2007). Alternative therapies are promising interventions for improvement of burnout in helping fields such as nursing and education (Klimecki, Leiberg, Ricard, & Singer, 2013). This study investigated the effects of a 9-week intervention using either breath-based meditation or compassion meditation on reducing burnout indicators in educators. The objectives were to assess: 1) If either intervention is effective in reducing burnout indicators in educators. 2) Differences in psychophysiological stress responses between the two conditions and the control group. Significant improvement occurred in posttest TBS scores ( $p < .05$ ) of participants in the CCT group ( $n = 8$ , $d = 1.695$ ) and LTB group ( $n = 11$ , $d = .82$ ), with no change in the control group ( $n = 15$ ).
Contemplative Practice Session	EcoDharma Contemplations on Deep Ecology and Climate Change	Juliet Trail	<p>This session will include several guided nature connection and climate change contemplations. Participants will have time after the meditations to write or draw and to share reflections with the group. Being deeply inspired by David Loy's keynote talk about living in these dangerous times at the March 2022 conference, This session is inspired by a 10-day Inner/Outer Nature Retreat led by David Loy and fellow facilitators at the EcoDharma Center of the Rocky Mountains, which Dr. Trail attended in July 2022. This session will offer contemplative practice for deep ecological engagement based on the EcoDharma and EcoSattva path.</p> <p>Climate change is occurring with massive repercussions, and the Sixth Mass Extinction of species is underway. We all feel a variety of emotions living in such a context: overwhelm, fear, grief, worry, anger, compassion, love, sorrow, generosity, scarcity—and these strong emotions can shift from moment to moment. How can we face the severity of what is unfolding in the world around us? How do we care for ourselves, honor all of our emotions and responses to living in this world, and move through the difficult emotions towards prosocial responses that can help our students, colleagues, and the wider world? The contemplative practices in this session will introduce methods for turning towards these issues and emotions, in order to feel them and heal them, built upon Joanna Macy's Active Hope, David Loy's EcoDharma, and the EcoSattva training of One Earth Sangha.</p>
Contemplative Practice Session	Gentle yoga with yoga nidra meditation	Nancy Harvey	This session will includes gentle yoga asana and breath work followed by a yoga nidra meditation.

Contemplative Practice Session	InSpire Gatherings to support mindfulness, community and service	Lori Marsh, Jamie Reygle	<p>Dr. Lori Marsh and Jamie Reygle, CMT-P will lead a 60-minute practice modeling an InSpire gathering. InSpire was developed by Jamie Reygle, Executive Director of InStill Mindfulness. InSpire gatherings are designed to support development of a mindfulness practice in both formal sitting format and while interacting with others (relational mindfulness). Typically InSpire groups meet weekly or biweekly and develop a sense of community.</p> <p>For this session, participants will first be invited to share about themselves. This will be followed by a short mindfulness game and then a discussion on what InSpire is and how one might establish an InSpire group. We will also describe what resources, materials and support are available through InStill Mindfulness to help facilitators develop an InSpire group. After this discussion there will be a guided meditation and the session will close with a brief check out. This session will introduce participants to a proven, functional format for a gathering designed to teach and support mindfulness practices. In addition, participants will be given access to resources to establish an InSpire gathering in their community.</p>
Contemplative Practice Session	Lectio Divina as a Pedagogical Tool for Promoting Global Citizenship Education (GCE): Awareness and Interconnection for Our Survival in the World	Maureen P. Hall, Mary Ellen Lynch, Raymond E. Davis, Andrea Burnett	<p>This contemplative practice session utilizes Lectio Divina as a pedagogical innovation for promoting greater awareness and understanding of Global Citizenship Education (GCE). GCE can be used as a framework for “improving the lived realities of all human beings” (Hall &amp; Lynch, 2022, p. 1). GCE is so vital in K-16 education because students and teachers need to be prepared to thrive amid global challenges. Additionally, GCE equips students with the knowledge, skills and values for solving 21st century global challenges (Klein, 2017). GCE also enhances civic learning by fostering students’ active participation needed for addressing global issues.</p> <p>For this contemplative session, a segment from a poem by Naomi Shihab Nye will be used. There are four steps in the Lectio Divina process: Lectio, Meditatio, Oratio, and Contemplatio. Each stage of this communal reading process opens doors to GCE, offering an embodied process designed to teach the whole person. In each step, there is a period of silence. In each of these four steps, participants are asked to engage with the poem or passage in a specific way, lending itself to deeper engagement.</p> <p>GCE focuses on equipping students with skills needed to thrive in the 21st century, yet a more expansive view of education needs to be integrated into K-16 education, one that holds inspiration for building a better world. Through this session, participants will gain new insights about GCE, along with enhanced global awareness. After the Lectio Divina process, participants will be invited to share their perceptions and experiences.</p>
Contemplative Practice Session	The Settled Space	Jamie Reygle	<p>Behind the tumult of the day-to-day lies a settled space, still and silent and ever-present. In this interactive presentation, Jamie Reygle will guide participants into an exploration of this settled space, giving them an opportunity to experience it and tools to be able to return to it when life gets a little too wild and loud. Opportunities will be provided for discussion and review.</p>
Contemplative Practice Session	Qigong for Wellbeing	Matthew F Komelski	<p>Hunyuan Qigong is a gentle, adaptable form of moving meditation. This session will begin with a brief didactic overview of the Hunyuan Qigong set and a practical everyday way of understanding Qi (energy). This will be followed by an invitation to explore the Hunyuan moving meditations. We will close the session with a debrief on the practice experience, Q&amp;A and sharing of resources for further learning.</p>