

**Mindfulness Meditation**  
TEACHER TRAINING PROGRAM

— Sean <sup>with</sup> Fargo —

**APPENDIX**

*to the*

**MINDFULNESS TEACHING  
FUNDAMENTALS  
WORKBOOK**

# TABLE OF CONTENTS

3 MINDFUL BREATHS	3
Guidance on Teaching the Three Mindful Breaths and Breathing Exercises	5
BODY SCAN EXERCISE	7
Guidance on Teaching the Body Scan Exercise	10
FOCUSED ATTENTION AND OPEN AWARENESS	12
Guidance on Teaching the Focused Attention and Open Awareness Exercise	14
JUST LIKE ME	17
Guidance on Teaching the Just Like Me Exercise	19
LOVING-KINDNESS MEDITATION	21
Guidance on Teaching the Loving-Kindness Exercise	24
MINDFUL EATING EXERCISES	26
Short Mindful Eating Exercise	27
Long Mindful Eating Exercise	29
Guidance on Teaching Mindful Eating Exercises	31
MINDFUL WALKING	33
Guidance on Teaching the Mindful Walking Exercise	35

## 3 MINDFUL BREATHS

“Let's begin by taking a moment just to settle your body in a comfortable position. It can be standing, sitting, or lying down, just inviting a sense of ease and relaxation in the body, feeling comfortable, with the intention to bring awareness and alertness to the physical sensations of your body.

Can you feel the weight of your body on the ground or your chair, the points of contact with the Earth, or whatever is underneath you?

Noticing the sounds around you move through your ears.

Noticing any smells.

Bringing awareness to the sensations of breathing, through your nose or your mouth.

And as you breathe, see if you can relax your belly and your chest, seeing if you can loosen any tension, softening any tightness, and allowing yourself to breathe full, deep breaths, inviting a sense of ease in your belly and your chest as you let go of any tension

... dropping your shoulders, softening your hands and the muscles of your face.

Just feeling a sense of ease as you breathe

... noticing the physical sensations around your body.

What does it feel like to be breathing in this moment, the sensations of each inhale and exhale?

Today we're going to practice three mindful breaths.

Begin by taking a slow, gentle inhale, resting your attention on the sensation of air passing through your nostrils, filling your chest and abdomen.

Notice the inhale ends, and shifts back through a gentle exhale.

Notice the sensations in the body as the air passes back out.

Rest for a moment and begin again.

Long, slow inhale, directing your attention to the sensation of the air as you breathe in, and the long, slow exhale, noticing the sensations as the air passes out.

Noticing the air move in ... and out.

Wonderful.

What did that feel like?

If you had to describe the sensations of breathing in those moments to somebody, how would you describe it?

What temperature was the air?

How long was each exhale?

Was there a sense of ease, or a sense of trying to do it right?

What was that experience like for you?

Over time, you'll be building your concentration as well as your sense of kind curiosity, where you're able to stay present with a sense of openness, noticing all of the physical sensations as well as how your mind relates to your experience.

So, don't worry if you felt like you didn't get this right, or if you felt like this was boring.

Those are completely natural reactions.

But if this provided a sense of ease for you, I invite you to try this again and again.

In the coming weeks we'll be exploring different ways of bringing mindfulness to the breath as well as to the body to build embodied awareness, a sense of confidence, and also kindness for ourselves and others."

## Guidance on Teaching the Three Mindful Breaths and Breathing Exercises

**There are three key learning features to the breathing exercise.**

1. Awareness – Noticing and acknowledging all of one's current experience, including thoughts, emotions, and sensations in the body.
2. Gathering – Bringing attention to the sensations of the breath in a particular place in the body, for example, the belly or nostrils.
3. Expanding – Growing awareness into the body as a whole using the sensations of the breath as an anchor, while opening to the range of experience that is being sensed.

### Considerations when Guiding the Breathing Exercise

- Guidance on posture. Invite participants to become aware of posture.
- Precision in communicating the 3 steps (above) during guidance. Instructions need to be carefully targeted toward what is intended.
- Include instructions for the mind wandering.
- Help participants recognize and practice awareness, gathering and expanding.

### Inquiry and Dialogue

- Linking. Preparing participants to integrate this into their day. For example, encourage participants to anchor the practice to a specific activity in the day.
- Following the practice, explain the three parts to breathing – Awareness, Gathering, Expanding. Perhaps use a flip chart.
- Encourage the participants to use the breathing practice when they feel stressed, confused, during exploration of strong emotions, or there is a

need to ground in the present moment experience. Help participants recognize and practice awareness, gathering and expanding.

- Clarity. Continue to develop the use of the mindful breathing throughout the program.

## **Self-Assessment**

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the 3 Mindful Breaths Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)

# BODY SCAN EXERCISE

Let's begin by taking a moment to allow your body to settle into a comfortable position (2 seconds).

You may close your eyes or keep them slightly open allowing the spine to lift (2 seconds)

the shoulders to soften (5 seconds).

Today we will practice a body scan (5 seconds).

Taking a full breath in (2 seconds)

and a long breath out (10 seconds).

Begin by bringing your attention into your body (5 seconds).

Notice the feeling of the weight of your body on the chair, or the floor, wherever you are (10 seconds).

And as you breathe notice how your chest and abdomen expand to allow the air to enter your lungs (5 seconds).

What sensations are you aware of? (5 seconds)

And as you exhale bring awareness to the stillness and notice the sense of relaxing more deeply (20 seconds)

Now bring your attention to the top of your head, noticing any sensations in the scalp (2 seconds),

down the back of the head (2 seconds),

to the sides (2 seconds), to the face (2 seconds).

Notice your jaw (2 seconds) if you're holding any tension in your jaw (2 seconds).

Let your face be soft (2 seconds),

relax the muscles around your eyes and your mouth (5 seconds).

Breathing in (2 seconds)

breathing out (20 seconds).

Now notice your neck and your throat (2 seconds).

Let them be soft (10 seconds)

Notice your shoulders and arms,

feel any sensations as you allow your tension to move from your shoulders

down to your upper arms, the elbow, to your forearms, wrists, hands, and fingers (15 seconds).

Noticing any tightness, any temperature sensations (5 seconds)

Noticing what the fabric of your clothing feels like against your skin (8 seconds).

Continuing to breathe in (2 seconds) and to breath out (15 seconds).

Now bring your attention to your chest and abdomen (2 seconds),

feeling the movement in your chest as you breathe (10 seconds).

Bringing your attention to your stomach,

noticing if your stomach is tense or tight (2 seconds)

and just letting it soften (10 seconds).

Noticing the upper back and the lower back (5 seconds)

Now continue traveling down to your legs (2 seconds).

If you're holding any tension there also letting that release (20 seconds).  
your thighs (2 seconds), your knees (2 seconds), calf, and shin (2 seconds),  
your ankles (2 seconds), and finally bringing your attention to your feet (5  
seconds).

Noticing the sensations of your feet (2 seconds)

against the floor ground (10 seconds).

Noticing any weight, (2 seconds) sense of temperature, (2 seconds)

feeling of energy perhaps present in the feet (30 seconds).

And as you continue breathing in and breathing out,

now noticing the whole body (2 seconds) from the top of your head (2 seconds)

all the way down to your toes (15 seconds).

Staying with a sense of the whole body for a few more breaths (30 seconds).

And as we close continue remaining aware of your body

as best as you can

as you finish with a full deep breath in (2 seconds)

and a long deep breath out (5 seconds)

\*ding\* (15 seconds)

## Guidance on Teaching the Body Scan Exercise

### Key Learning Features

1. Direct experiential knowing of physical sensations
2. Learning to be intentional about how we pay attention
3. Relating to the mind wandering
4. Guidance about how to handle difficulties, for example sleepiness or discomfort
5. Guidance to direct breath through or to different parts of the body and taking attention to experience the breath in the body
6. Learning to notice and related differently to our sensations and mental states

### Considerations when Guiding the Breathing Exercise

- Start and end by bringing attention to the whole body.
- Pay attention to detail of body sensations; provide words describing sensations, for example, warm, cold, tingling, numbness, etc.
- Remind participants to come back to the breath at any time to refocus attention.
- Allow the absence of a feeling or sensation to be as important as their presence.
- Instruct participants to let go of the last body region before moving awareness to the next.
- Attend to where and how the teacher is asking participants to place their attention.

- Vary instructions between narrow angle, detailed awareness of a small part of the body and a wide-angle awareness of a larger area of the body, such as the trunk or whole body.
- Periodically throughout the practice offer guidance on dealing with distraction.
- Invite participants to move into a direct “being with” body sensations.
- Skillfully guide awareness of breath within the body scan.
- Balance guidance of being with, allowing, and accepting while also inviting exploration, and curiosity.

### **Inquiry and Dialogue**

- Awareness. Focus the inquiry on sensory experience and how it may shift in moment-to moment experience.
- Dialogue. Guide inquiry to exploration of the presence or absence of emotions or thoughts that may have surfaced during the body scan.
- Linking. Guide participants to identify the areas of their life in which they may use the body scan technique to address a difficulty, for example, to relax or adapt to pain.
- Guide participants to an integrated practice. For example, practice generous listening with someone today. When in a conversation, place all of your attention on the other person; listen with your ears and heart.

### **Self-Assessment**

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the Body Scan Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)

# FOCUSED ATTENTION AND OPEN AWARENESS

Let's begin by taking a moment to allow your body to settle (2 seconds).

Find a comfortable position that allows your spine to be long but with a natural curve in the low back (2 seconds).

You can close your eyes or keep them open with a soft gaze downward a few feet in front of you (2 seconds).

Let the belly and shoulders relax (5 seconds).

Today I'll guide you through a meditation that alternates between focused attention and open awareness (2 seconds).

In focused attention we keep directing our attention back to the breath (2 seconds).

In open awareness we expand our awareness to include whatever is arising with an attitude of curiosity and spaciousness (2 seconds).

Before we start take a full breath in (2 seconds)

and a long breath out (10 seconds).

Now allow the breath to find its natural rhythm in and out (20 seconds).

As you breathe, the breath can be like an anchor or a foothold

as you observe what's happening around you (2 seconds).

As you allow yourself to notice whatever is arising,

you decide for yourself if you want to dial up or dial down how aware of the breath you are in a given moment (10 seconds).

In open awareness, thoughts, sensations, feelings, and sounds will come and go.

Some will float by like clouds in the sky

and others will be sticky taking us for a ride (2 seconds).

But whatever arises try to just notice them,

watching them arise and pass away (20 seconds).

If you start to feel distracted, you can ground yourself by focusing on the breath again then returning to open awareness (15 seconds).

Now bringing your attention back again to focus on the breath,

letting awareness of other things fade to the background (5 seconds)

breathing in (2 seconds)

breathing out (40 seconds).

You can bring focused attention to the breath by following one complete cycle of breath (5 seconds)

the inhale (2 seconds)

the exhale (5 seconds).

The phases of the inhale and the phases of the exhale (20 seconds).

Take a moment now to appreciate your effort in doing this practice (20 seconds).

Remember that you can connect with a sense of open awareness as you go through your day and come back to the focused attention on breath to find calm in the body and the mind (10 seconds).

Lets finish this open awareness and focused attention practice now by taking a full breath in (2 seconds)

and a long breath out (5 seconds)

\*ding\* (15 seconds).

## Guidance on Teaching the Focused Attention and Open Awareness Exercise

**There are three key learning features to the breathing exercise.**

1. The participant develops skills for noticing the wandering of the mind and making adjustments to maintain focused attention.
2. Learning to consciously widen and narrow the focus of attention.
3. Observation of the natural flux of experience.
4. Cultivating being fully with experience while having an observer stance at the same time.
5. Exploring sensation with qualities of openness, curiosity, non-judgment, letting go.
6. The participant develops independence to maintain focused attention while also being open to the moment-to-moment sensations, thoughts, and feelings they are experiencing.

### Considerations when Guiding the Focused Attention and Open Awareness Exercise

- Guidance on posture and settling in. Invite participants to become aware of posture.
- Provide accurate and clear instruction.
- Offer guidance on working with the wandering mind. The intention is to teach the participant to become aware of the activities of the mind as we invite them back to focused attention.
- Hold the spaces of silence for the participants to experience independent practice with periodic reminders.
- Spaciousness – balance silence with guidance and use language with careful economic choices.

- Guidance for being with and bringing an open attention to whatever is arising in each moment – the breath, body, thoughts, sounds, emotions, etc.
- Invite the attitudes of gentleness, lightness, curiosity, unfolding, letting go, among others.

### **Inquiry and Dialogue**

- Awareness. Emphasize the experience of noticing both the focusing of the mind and the attention to the sensations, thoughts, and feelings that surface.
- Expanding attention to include emotions, naming them and seeing them in the body.
- Dialogue. Unpack the experience of having the mind wander and bringing it back into focus.
- Uncover the emotional states associated with opening the awareness to whatever feelings, thoughts or sensations arise.
- Linking. Using the breath as an anchor when the mind or feelings become unsettled.
- Preparing participants to integrate this into their day. For example, encourage participants to anchor the practice to a specific activity in the day.
- Integrated Practice: At your next meal, practice mindful eating. Bring an open awareness mindset to this practice; see how much of the experience you can be present to including the flavors and textures in the food, the sounds occurring around you and as you eat, the colors and smells, etc.

## Self-Assessment

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the Focused Attention and Open Awareness Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)

# JUST LIKE ME

Let's begin by taking a moment to allow your body to settle into a comfortable position (2 seconds).

You may close your eyes or keep them slightly open (2 seconds) allowing the spine to lift, the shoulders to soften (5 seconds).

Today we will practice acknowledging the similarities between ourselves and others (5 seconds).

Often, we focus on differences (2 seconds)

but realizing that even a person who seems very different from us is in a fundamental way, just like us can become the basis of real connection (10 seconds).

This can include people we don't know very well, people with whom we're in conflict, or even people that we see as an enemy (5 seconds).

It's possible to develop a sense of compassion and understanding by coming to feel our shared sense of experience as human beings (5 seconds).

This practice called "just like me" can help overcome that sense of difference and distrust by opening channels of compassion (5 seconds).

Allow yourself to take a deep breath in (2 seconds) and a long breath out (2 seconds) and as you breath out allowing a sense of releasing any tension that you are holding in the body (5 seconds).

Briefly scan through your body noticing sensations or emotions (5 seconds).

Inviting a sense of spaciousness and acceptance for whatever you are experiencing right now (10 seconds).

Now bring someone to mind that you don't know very well or who might seem different or distant from you (2 seconds)

or even someone that you are in a minor conflict with (2 seconds)

and as you bring this person to mind, notice if you experience any shift and sensations in your body (15 seconds).

Holding this person in mind as if they were in front of you, say to yourself,

“This person has a body and a mind just like me” (10 seconds)

“This person has feelings, emotions, and thoughts just like me” (10 seconds)

“This person has at some point in his or her life has been sad, disappointed, angry, hurt, or confused, just like me” (10 seconds).

“This person has, in his or her life has experienced physical and emotional pain and suffering, just like me” (10 seconds)

“This person has experienced moments of joy, peace, happiness, just like me” (10 seconds).

“This person wishes to have fulfilling relationships, just like me” (10 seconds)

“This person wishes to be healthy and loved, just like me” (10 seconds).

Now take a moment to sense how you're feeling (5 seconds).

As you hold this person in your awareness, what do you experience? (15 seconds)

And now as you hold this person in mind sending them good wishes (2 seconds).

May they be well (2 seconds), may they be happy (10 seconds).

As we move to a close returning your awareness to the breath, breathing in (2 seconds),

breathing out (2 seconds),

present, alive, connected right here (2 seconds),

right now (3 seconds)

\*ding\* (15 seconds).

## Guidance on Teaching the Just Like Me Exercise

### The key learning features to this exercise.

1. Development of compassion toward another
2. Looking within to human qualities
3. Expanding human qualities to another, even enemies
4. Focusing on the present moment without judgment

### Considerations when Guiding the Just Like Me Exercise

- Noticing sensations, feelings, emotions, and thoughts about oneself
- Noticing sensations, feelings, emotions, and thoughts toward experiences with others
- Guiding the learner to remain calm and focused should unpleasant associations surface
- Guidance to be non-judgmental with feelings that surface that may be in conflict with the words they are extending to the image of another

### Inquiry and Dialogue

- Awareness of moment-to-moment sensations, thoughts, and feelings
- Noticing of patterns to the flux of thoughts and feelings
- Dialogue on shifts in perspective that may or may not occur
- Consideration of where there were shifts with compassion of the self
- Exploration of shifts in compassion toward another
- Guide reflection on ways this “Just Like Me” exercise will affect perceptions of experience with this person

- Linking. Preparing participants to integrate this into their regard for another by identifying a person toward whom they will repeatedly apply this exercise.
  
- Cultivation of attitudes of acceptance, patience, kindness, and generosity

## **Integrated Practice**

Think of someone whom you'll meet today or think of the next person you expect to see today. Take a moment to silently consider how that person is just like you. For example, you may say to yourself, "This person wants to be loved, just like me," or "This person wants to do a good job, just like me."

## **Self-Assessment**

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the Just Like Me Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)

# LOVING-KINDNESS MEDITATION

Let's begin by taking a moment to allow your body to settle.

Find a comfortable position that allows your spine to be long but with a natural curve in the low back. For this practice you may want to close your eyes (2 seconds).

Let the belly and the shoulders relax (2 seconds).

Today I'll guide you through a loving kindness practice.

In this practice we generate a wish for well-being for ourselves and others.

Before we start take a full breath in (2 seconds)

and a long breath out (2 seconds).

Allow the breath to settle the body and settle the mind (2 seconds).

To begin this practice,

I'll provide a few phrases that you can use to offer loving kindness to yourself.

You can repeat the phrases silently or just follow along.

You can also replace these phrases with ones that work well for you (2 seconds).

May I be well (2 seconds).

May I be safe and free from suffering (2 seconds).

May I be happy (15 seconds).

As you repeat these phrases, see what it's like to really let them in.

If it's uncomfortable to wish yourself well, try releasing a little bit of resistance, just letting the phrases be here around you (2 seconds).

May I be well (2 seconds).

May I be safe and free from suffering (2 seconds).

May I be happy (10 seconds).

Now bring to mind someone that you care about, a teacher, a mentor, or even a loyal pet is a good object of your love and kindness here.

Keep them in mind as you use the phrases to wish them well (2 seconds).

May you be well (2 seconds).

May you be safe and free from suffering (2 seconds).

May you be happy (2 seconds).

Imagine them receiving your wishes for well-being and the lighting in them (15 seconds).

Now bring to mind someone who is having a difficult time, who perhaps has experienced loss or illness or maybe having a hard time at work.

Imagine that person sitting in front of you now and wish them well.

May you be well (2 seconds).

May you be safe and free from suffering (2 seconds).

May you be happy (2 seconds).

Share any words that express what you wish for them (10 seconds).

Try extending now your wishes to everyone near you right now (2 seconds).

May they be well. May they be safe and free from suffering (2 seconds).

May they be happy (5 seconds).

Think of your friends and family.

May they be well.

May they be safe and free from suffering.

May they be happy (5 seconds).

Now if you're able, extend your wishes beyond the place where you are, beyond the people you know to extend over the entire earth.

All people, all animals, all life. May all beings be well (2 seconds).

May they be safe and free from suffering (2 seconds).

May they be happy (10 seconds).

Feel the sense of well-wishing extending out from you in all directions.

How do you feel in this moment? (2 seconds)

What are the sensations in your body? (2 seconds)

What's the quality of your mind? (10 seconds)

Now bring that large circle of loving kindness back towards yourself (2 seconds).

May I be well.

May I be safe and free from suffering.

May I be happy (10 seconds).

Breathing in and breathing out.

Allow yourself to be fully present with whatever is here now (10 seconds).

Let's finish this loving kindness now by taking a full breath in (2 seconds)

and a full breath out (5 seconds)

\*ding\* (15 seconds).

## Guidance on Teaching the Loving-Kindness Exercise

### The key learning features to this exercise.

1. Developing and deepening a sense of compassion toward oneself
2. Expanding compassion to others of close to distant association
3. Exploring feelings, thoughts and attitudes that surface as the loving-kindness words are directed to different people and the self
4. Noticing patterns to sensations, thoughts, and feelings toward self and others with each phrase
5. Learning to use repetitive practice to shift perspectives toward self and others

### Considerations when Guiding the Loving-Kindness Exercise

- Guidance provides specific language to use as expressions of loving-kindness
- Pacing of language is calm, clear and includes sufficient pauses for participants to mentally repeat the phrases, visualize, and notice sensation
- Guidance includes reminders to breathe and stay in the moment
- Attention to safety for participants who may surface painful experiences
- The participants are given reminders to notice with non-judgment the sensations, thoughts and feelings – where they are occurring in the body and how they are shifting in the mind
- Attitudes of generosity, patience, acceptance, letting go, and non-judgment are cultivated

### Inquiry and Dialogue

- Awareness is drawn to the physical sensations we associate with images of self and others
- Awareness of shifts in physical and emotional feelings associated with the self and others with words of loving kindness
- Dialogue that explores shifts in perceptions, encouraging curiosity and discovery
- Linking the expression of loving-kindness toward others to personal feelings of calm and self-acceptance or lack thereof
- Inviting noticing of shifts in behavior or moods with repeated practice of this loving-kindness meditation
- Preparing participants to integrate this into their attitudes toward others.

## Integrated Practice

Practice loving kindness at work, or with friends/family. Prior to a work meeting or a conversation with friends/family, take a silent moment to wish happiness for those you will be engaging with.

## Self-Assessment

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the Loving-Kindness Meditation Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)

# MINDFUL EATING EXERCISES

## PURPOSE/EFFECTS

Eating food is one of the places where people exhibit the greatest degree of unconsciousness, grasping, aversion, and indifference. For most Americans, eating is just “putting food in the hole” while doing something else, like watching television, talking, or even driving! Yet eating is potentially one of the most important things in our life. It sustains our physical body, brings pleasurable sensations, can fill us with emotional joy and satisfaction, and can be a powerful source of spiritual insight.

Furthermore, eating meditation, like any other “mindfulness” or Vipassana practice, while reinforce the core skills of concentration, sensory clarity, and emotional equanimity.

Eating meditation can even increase your physical health, by removing a common source of obesity. Eating too fast usually means that we are also eating too much. The feeling of being full takes a little while to come to our attention, and during this time we may still be loading our stomachs with more and more food, unaware that we are already full. By eating slowly and bringing awareness to our bodies during the activity of eating, we will probably eat quite a bit less food, and therefore not gain as much weight.

Many people report huge personal changes from the simple act of eating meditation.

## HISTORY

Eating meditation is a common practice in Vipassana and Zen Buddhism. Formal Zen eating meditation is different from what is presented here. It is called oryoki. Prayer before meals could be considered a basic form of eating meditation, by formally stopping all other activities, and bringing our attention to the sacredness of the act of eating.

## CAUTIONS

You may wish to do this alone, or only in the presence of other practitioners, as it can make non-practitioners uncomfortable.

## Short Mindful Eating Exercise

Eating is an opportunity to nourish your body while nourishing your mindfulness practice.

You can do this practice in any position, but it is helpful to stay still while eating.

This minimizes unnecessary stimulus and helps you focus on the experience.

You can do this with any food. I recommend starting with something simple, like raisins, berries, or a few of your favorite vegetables.

Begin by taking in the food visually. Notice the colors, shapes, and sizes.

As you look at the food, notice the urge to start eating.

There is nothing wrong with hunger, but allow the cravings to come and go.

Return to the sight of the food.

Next, investigate the smell of the food.

Some foods may have stronger aromas than others, and you may have to hold the food up to your nose.

Be present for the experience of smelling.

When the mind begins craving, just return to the smell in front of you.

Before eating, take a brief moment to appreciate the energy that went into its production.

People worked to grow this food and bring it to you.

Nature provided nutrients, rainwater, and sunshine.

Maybe somebody cooked, cleaned, or packaged it for you.

Bring into your mind all of the energy from various sources that came together to create this meal.

Now, slowly pick up the food.

If you are using any utensils, tune in to the experience of touch as you feel the utensil.

Mindfully feel how the food or utensil feels in your hand. Is the food stiff, soft, cold, or warm?

As you put the food in your mouth, notice the desire to chew and swallow quickly.

Instead, start by feeling the temperature of the food.

Holding the food in your mouth, can you feel the shape?

As you begin chewing, notice the texture of the food.

Does it change as you continue to chew?

Notice the flavors.

You may have a hard time doing more than simply labeling what you're eating, such as "It's a raspberry."

Try to dig a little deeper. Are there multiple flavors present?

Pay attention to the changing of flavors as you continue to chew.

When you swallow your bite, tune in to the experience of swallowing.

What does it feel like as the food moves down the throat?

You may also notice the desire to quickly have another bite. Pause and notice if any flavor remains in the mouth for a moment.

You can continue eating like this, reminding yourself to slow down and be present. Continue to check in with the sights, smells, tastes, feelings, and thoughts that arise.

When you finish eating, allow yourself to feel gratitude for the food that is nourishing your body. Let the mind relax into a state of appreciation for the energy and life.

## Long Mindful Eating Exercise

Pay close attention to the physical activity of eating slowly, while contemplating the food itself.

1. At a meal, take a single piece of food (like a raisin, a piece of pizza, a spoonful of yogurt) and hold it in front of you.
2. Pay close attention to the sensual quality of the food. If it is in your fingers, how does it feel? What is its texture? Feel its weight, shape, and physicality. Notice how it looks. What color(s) is it? What aromas does it give off? In every way possible, deeply encounter the food on the level of your senses (without putting it in your mouth yet).
3. Tune in to your emotions around this bite of food. Are you attracted to it? Do you feel in a hurry to get it into your mouth? Are you annoyed at having to slow down and consider the food?  
  
Or are you perhaps unattracted to this food, and filled with a sense of disgust and not wanting to eat it? What are you hoping to get out of eating this food?
4. Now consider where this food came from. Think of the farms where it was grown, the farmers who worked to grow it. Think of the sun and the rain it required to grow, the air and the soil which supported it, and so on.

Then consider what it took for this food to get to you. It may have been picked, sorted, moved many miles in trucks or trains, sorted, packaged, and so forth.

It may have then been shipped to a grocery store, where people unpacked it, displayed it, sold it, and bagged it. Once in your home or in the kitchen, the food then had to be cooked or prepared in some way, even if only by washing.

An enormous, complex web of interactions, elements, people, and perhaps animals and machines had to come together, all to bring you this single bite of food. It may even have come from the other side of the planet, all so that you could eat it now.

5. Now slowly and mindfully put the food in your mouth, but do not chew it yet. Simply feel the food on your tongue. Taste how it tastes before being chewed. Take in its smell, and its texture on your tongue.

Notice how your whole body reacts and changes to the food in your mouth. Salivation begins. The stomach may become active. Pay close attention to this entire process. You may wish to close your eyes.

6. Next slowly and mindfully chew the food (assuming it needs it). Attempt to chew in an attentive, active manner. As much as possible, remove the robotic, mechanical, mindless aspect of chewing.

Instead, make each chomp a conscious act, done with great care and consideration. Notice how chewing the food changes it in many ways. New flavors and aromas are released.

The texture and size of the food undergoes a remarkable change. As much as possible, keep your attention on the food and the act of chewing it. Let go of all other thoughts. Again, closing your eyes helps.

7. Feel the food going down your throat. Feel if you can sense it entering the stomach, and the sensations of the stomach receiving the food and working to digest it.

8. Let go and relax, noticing all the sensations that arise from having eaten this bite of food.

9. Repeat this process until the meal is ended.

## Guidance on Teaching Mindful Eating Exercises

### Key Learning Features

1. Experiencing the difference between mindful awareness and automatic pilot.
2. Experiencing how bringing attention to experience can reveal new aspects to it and transform our experience of it.
3. The present is the only time we have to know and experience.
4. Experiencing how the mind wander.

### Guidance for Teaching Mindful Eating Exercises

- Hygiene Considerations. Using proper utensils, hand washing, handling of food.
- Offering an option to interact with something else – exploring senses.
- Choosing repeated experience. For example, guide the class with one raisin, then invite the participants to call out “flavor” words; then next ask them to eat in silence with teacher guidance; then repeat a third time in complete silence with no guidance.
- Invite participants to “Let Go”. Let go of prior knowledge/experience of the food and invite them to see it with as a new encounter.
- Consider emphasizing attitudes of Curiosity, Interest, Exploration.

### Inquiry and Didactic Teaching

- Direct noticing of the sensations of the experience from all the senses.
- Elicit observations about how it might have felt different from their usual experience with eating the item.
- Help the participants to gather the observations about the nature of our minds, the ways we pay attention and how this relates to well-being.

## Themes

- If we are on autopilot, we cannot see our moods to begin to change.
- The mindful eating practice may lead to realization that there are other things to be seen and more to life than our preconceptions, deductions, and opinions.
- Develop awareness that slowing down even with routine activities might transform them.
- Paying attention to experience in this curious, open way may show aspects of our experience we had not seen before.
- The mind is always making associations from present moment experience to memories, deeper understanding, stories from the past, but we are not usually aware of where that takes us. Difficult mind states may take hold when we are unaware.
- The difference between eating mindfully and usual attitudes to eating, impulses around food that are unconscious, powerful, and uncontrolled.

## Self-Assessment

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the Mindful Eating Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)

# MINDFUL WALKING

Today we will practice a walking meditation (2 seconds).

First find a place for your mindful walking practice (2 seconds).

It's simplest to start where you are right now.

Find a place to walk that allows you to listen safely to the instructions, perhaps a smooth path without traffic (5 seconds).

Before you start walking take a moment and notice yourself standing (2 seconds).

Feel your feet on the ground (2 seconds).

Notice how you're standing (5 seconds).

Just as we do with sitting meditation, invite your spine to lengthen and your shoulders to soften (5 seconds).

Stand in a way that feels upright, relaxed, and present (5 seconds).

Bring attention to your breath (2 seconds).

Take a deep breath in (2 seconds)

and a long slow breath out (5 seconds).

Notice where you are (2 seconds),

what sensations you are experiencing (2 seconds),

what do you see in front of you? (5 seconds)

Perhaps a specific color (2 seconds), or a shape there (2 seconds).

What sounds do you hear? (5 seconds)

Can you feel warmth or coolness? (5 seconds)

Is there a breeze or is the air still? (5 seconds)

What sensations do you notice in your body? (5 seconds)

Now consciously begin walking at whatever pace feels right to you. (10 seconds)

Can you notice the physical sensation of lifting your foot (2 seconds)

the sensation of your foot making contact with the ground? (10 seconds)

Continue walking for a few minutes, focusing on the very particular experience of your foot making contact with the ground. (5 seconds)

If it helps you can say to yourself, contact (2 seconds),  
contact (2 seconds), contact (2 seconds). (5 seconds)

Begin to widen the focus of your awareness to include the experience of your whole body walking. (5 seconds)

What does it feel like for the body to move in this way? (2 seconds)

What are the range of sensations you are experiencing? (5 seconds)

Now while still being aware of your body, expand your awareness even further. (5 seconds)

Include the range of everything you're experiencing in your environment from sights and sounds, to smells, and sensations. (5 seconds)

Can you be fully aware and present of walking in the middle of this very dynamic experience. (10 seconds)

Continue walking in this way as long as you like (5 seconds).

You may try alternating your focus from the contact of your feet on the ground to being aware of your whole body (2 seconds),

to being aware of the wider environment (2 seconds)  
or simply pausing to appreciate something in your path (15 seconds).

When you're ready to finish (2 seconds), come back to standing still. (10 seconds)

Finish with a full deep breath in (2 seconds)  
and a long slow breath out. (5 seconds)

\*ding\* (15 seconds).

## Guidance on Teaching the Mindful Walking Exercise

**There are key learning features to this exercise.**

1. Arriving in the present moment
2. Experiencing awareness of the body in motion
3. Focusing attention to internal and external experience
4. Relating to the body with friendliness
5. Noticing patterns and habitual tendencies
6. Working with physical boundaries offering a parallel to working with emotional experience
7. Experiencing that physical experience can change emotional experience
8. Learning new ways of taking care of ourselves

### **Considerations when Guiding the Mindful Walking Exercise**

- Clear and concise guidance on ways of working with physical boundaries and safety at the beginning of practice
- Offering guidance on:
  - ◆ Potential adaptations for their own bodies/physical needs
  - ◆ Reminders for awareness of sensation and experience
  - ◆ Reminders to be safe
- Guiding participants to breathe in and out as they move
- Encouraging participants to breathe fully and freely in the ways that feel most natural as they walk

- Encouraging participants to explore and discover the edge between exploring, discovering, accepting, and being with sensation

### **Inquiry and Dialogue**

- Noticing how the belly, chest and head feel
- Noticing the motions that are associated with these visceral feelings
- Invite discovery of the self-awareness during movement
- Dialogue on the how the experience of walking shifts when attending to the feet on the ground
- Linking. Explore how shifting attention to finding the feel impacts attention, energy, or focus
- Guide participants to identify times of the day and locations where they might practice mindful walking

### **Integrated Practice**

Find your feet. While in a meeting or giving a presentation (or just in a conversation with someone today), rest some attention on the sensations of the feet making contact with the ground to bring the mind and body back together and recenter.

### **Self-Assessment**

Refer to the Mindfulness Teaching Self-Assessment Rubric, taking evidence of your execution of the Mindful Walking Exercise using this guidance and asking yourself the questions imbedded in the tool. Identify your strengths and areas in need of learning improvement. Rate your competency in this event. Use this information to plan for and execute your next teaching of the exercise.

(Guidance adapted from <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>)