



Be REAL Facilitator Training, Day 1 September 2021

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Center for Child and Family Well-Being
University of Washington

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Agenda

Day 1

- Be REAL pedagogy
- Facilitating seated mindfulness practices
- Facilitating Yoga practices
- Home practice
- Closing

Day 2

- Check-in from home practice
- Leading group inquiry
- Cognitive behavioral skills
- Online teaching
- Creating a safe + inclusive space for students
- Next steps + closing



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Logistics

Resources from CCFW

- Manual
- Be REAL Newsletter
- Be REAL weekly practice webpage
- Recruitment templates / Be REAL logo
- Online drive with articles on teaching



Be REAL Week 2

Being where you are

In our **second session**, we learned a new practice for tuning into our body and mind, the Stress Check. We also discussed the link between thoughts and how we feel, and practices for observing our mind's patterns. Additionally, we learned skills for tapping into our own wisdom through Wise Mind.

Tuning in with the Stress Check

This Stress Check, also known as a Body Scan, is a practice that can help you pause and tune into physical sensations, as well as strengthen the mind's ability for sustained focus by shifting awareness throughout the body. Try our **10 minute** or **5 minute** audio practices.

What are "sensations"? They are physical feelings we experience inside (and outside) of our bodies. They are signals that your body sends to your brain. E.g. the sensation of thirst tells your brain that you need to drink water. This image lists a few examples of sensations.

Stress Check

Notice, without judgement, physical sensations.

Take a few moments observing areas of the body, from your head to feet.

Butterflies Cold Relaxed Still Squishy Mushy Soft Strong Light Heavy Full

Types of Sensations

Shaky Sweaty Wiggly Hot Cool Fiery Sticky Tense Hungry Tingling

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Be REAL Pedagogy

"Our feelings are our most genuine paths to knowledge."

Audre Lorde



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Be REAL Skill Areas



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A Range of Practices

Introduce students to a range of practices so they can find what is supportive to their well-being.

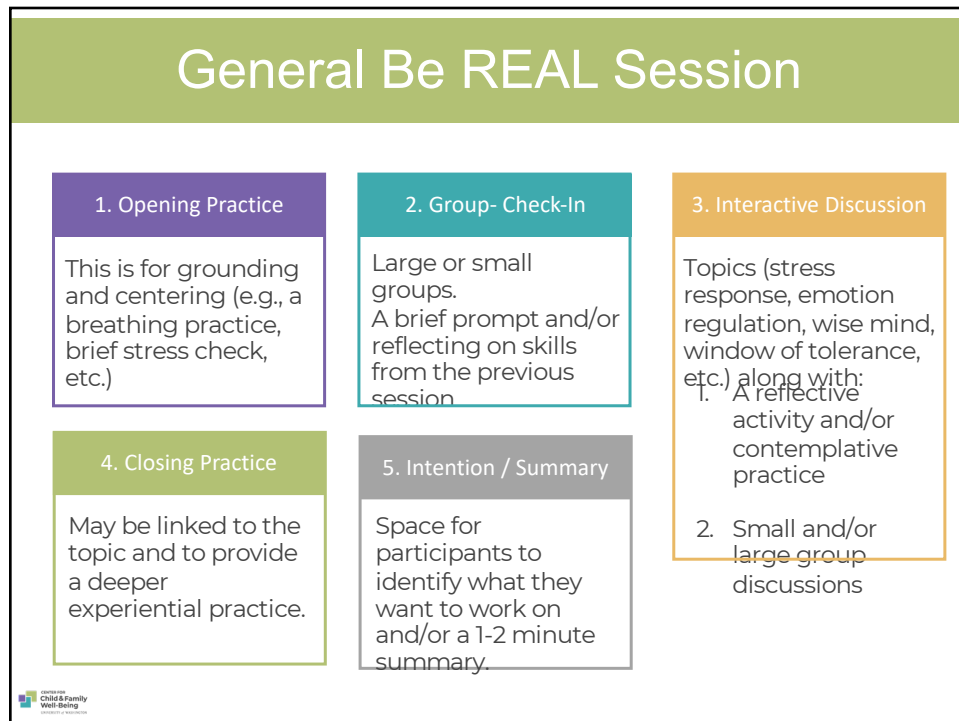
Hold awareness for how colonization aimed to strip Indigenous communities of traditional practices and appropriated other practices.

Create space for students to tap into and share their own practices and use their language(s) in place of our suggested ones.

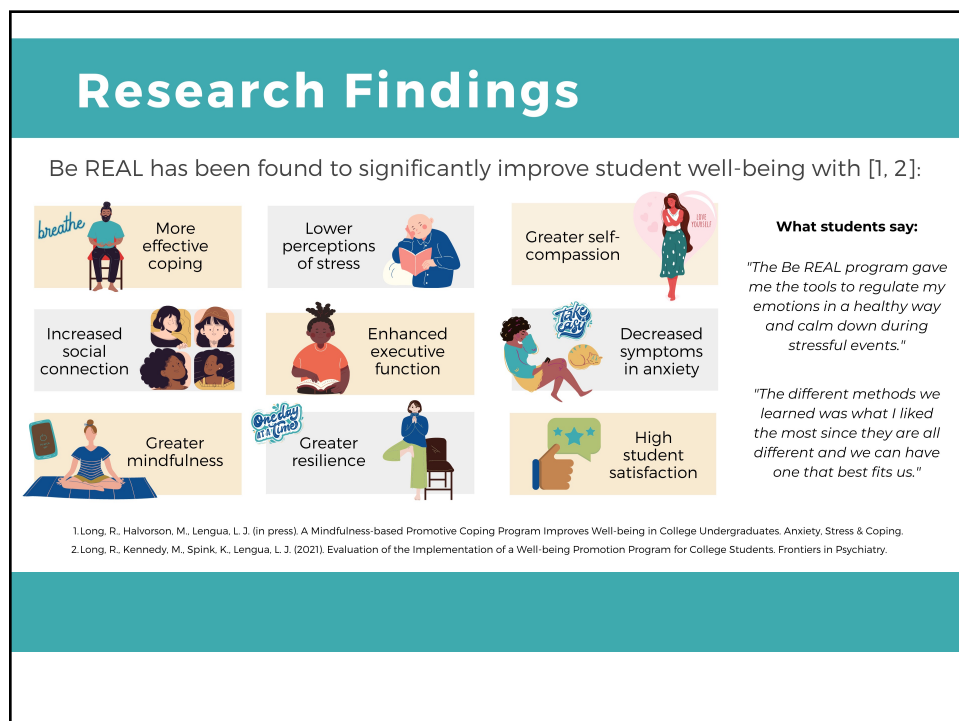


<http://www.contemplativemind.org/practices/tree>

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Facilitating Mindfulness Practices



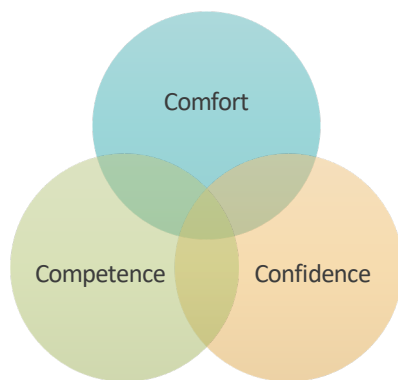
"Teach what is inside of you. Not as it applies to you, but as it applies to the other."

Sri Krishnamacharya

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Facilitator considerations

Finding and expanding our edges
with awareness and self-compassion



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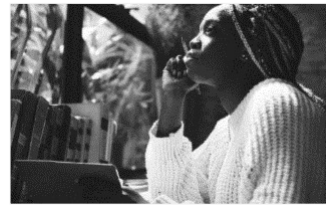
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Key skills in mindfulness practices			
Yoga Poses		Breath Practices	
<ul style="list-style-type: none"> • Tune into physical sensations • Experience mindful movement • Release tension • Practice acceptance • Observe habitual patterns • Focus through breathing + mov't • Learn to honor our needs • Strengthen mind-body awareness 		<ul style="list-style-type: none"> • Space for settling into sessions • Tune into our breathing sensations and patterns • Notice mindful vs autopilot • Observe mind's tendency • Learn an in-the-moment skill • Learn to regulate emotions • Strengthen mind-body awareness 	
Meditation		Stress Check	
<ul style="list-style-type: none"> • Practice present moment awareness • Connect with themes (e.g., compassion) • Notice aversions or tendency to label, tell stories, etc. • Notice judgements (pleasant/unpleasant) • Practice curious, gentle awareness 		<ul style="list-style-type: none"> • Tune into physical sensations • Learn to sustain attention • Practice allowing things to be • Handle difficulty (tired, bored) • Observe and relate to our sensations in new ways 	

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Preparing students for practice

1. Purpose of the practice
2. Key aspects of the practice
3. Approximate length (e.g., 5 minutes)
4. Options for sitting / standing



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Use of a bell

If used, share the purpose with students:

- Traditionally to signal beginning or end of practice
- Shift attention external and/or internal awareness

Consider: Use of some bells can be cultural appropriation



Mindfulness Chime



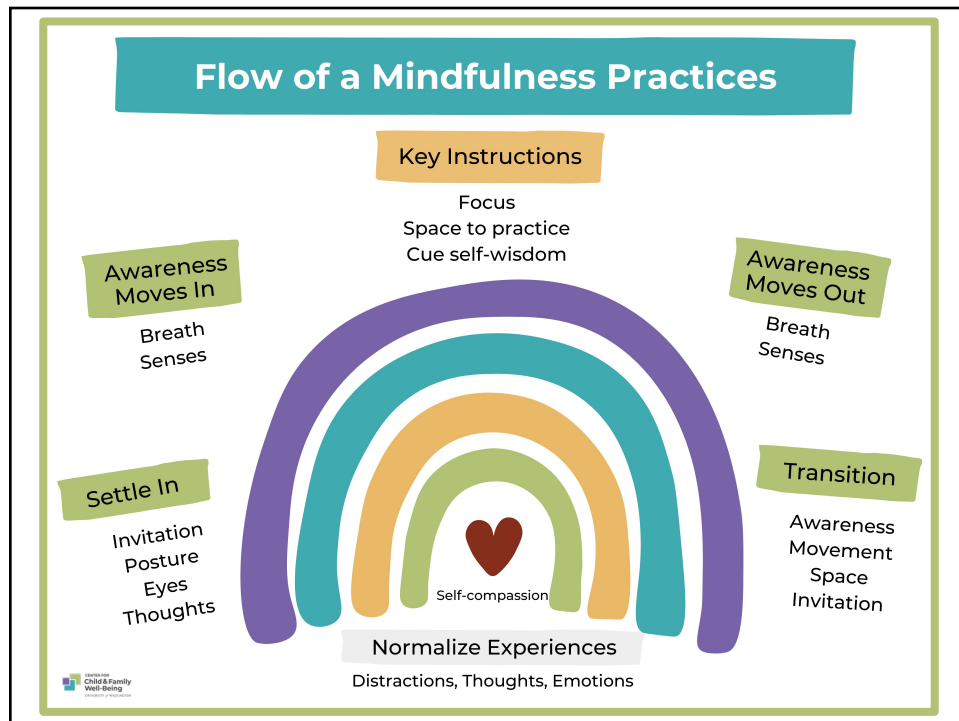
Tibetan Tingsha Bells



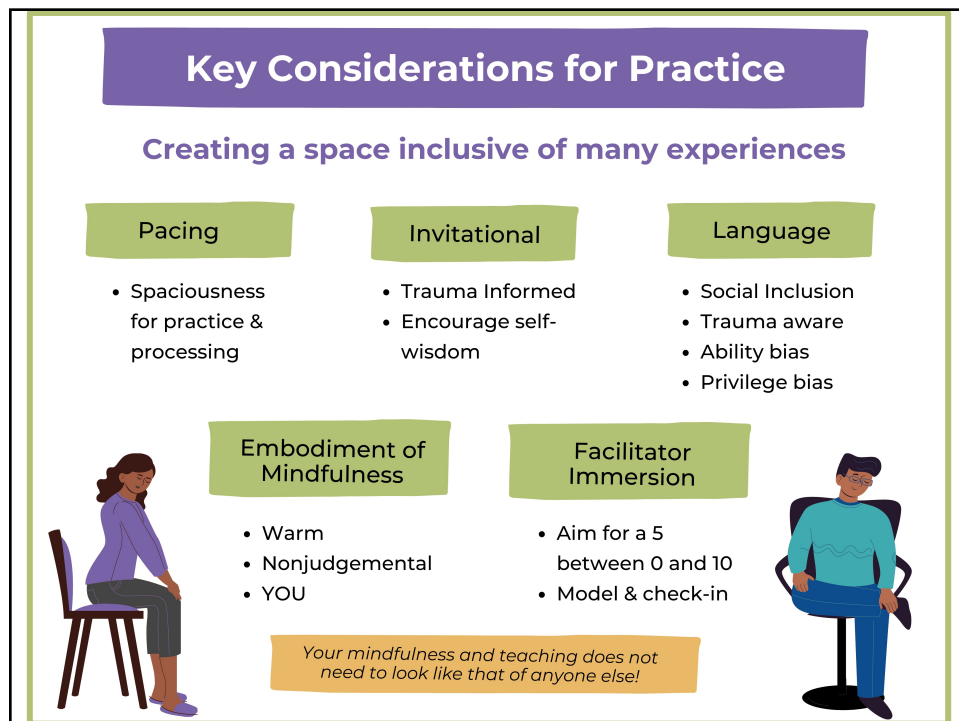
Japanese Meditation Bowl



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Stress Check Practice

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Facilitating Yoga Practices

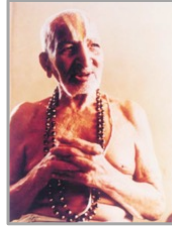
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Krishnamacharya - Viniyoga Lineage

Sri Krishnamacharya
1888 - 1989



Sri K. Pattabhi Jois
Ashtanga Vinyasa



BKS Iyengar
Iyengar Yoga



TKV Desikachar
Viniyoga



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Tools for healing in Yoga

<i>Sanskrit Term</i>	<i>English</i>
1. Asana	(posture)
2. Pranayama	(breath control)
3. Dhyana	(meditation)
• Bhavana	(visualization)
• Mantra	(reflection)
• Nyasa	(touch)
4. Nidra	(deep relaxation)



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Asana (postures)

- Starting point for Yoga
- Adapting asana to individual needs
 1. Stability & comfort
 2. Form versus function
 3. Dynamic & static pose
 4. Breath & movement
 5. Movement & stillness



UW Bothell Student Life Photo

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1. Stability and comfort

Posture should be steady and comfortable (Yoga Sutra II.46)

Invite students to find the balance between:

	Stability (Sthiram)	Comfort (Sukham)
Body	Firm/stable	Comfortable
Mind	Alert	At ease
Breath	Long	Smooth

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2. Form vs function

Emphasize safety, comfort, individual pace, and creativity.

Invite participants to do is best for them - they know best!



Yoga Thrive for Youth: Pediatric Cancer Patients Program Photo

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3. Dynamic + static postures

Dynamic: move in & out of a pose with the breath

- Integrate body + breath
- Recommended for stiffness and fatigue
- Improve range of motion
- Develop new muscular patterns
- Develop stamina for static postures

Static: stay in a pose for several breath cycles

- Increased stamina
- Increased muscular strength
- Strengthens breath capacity
- Focus on alignment
- Deepens focus
- Deepens the experience of asana

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4. Breath and movement

General rule of thumb for linking breath + movement in Be REAL yoga sequences:

- ✓ **Exhale** when you **compress** the abdomen (e.g., bend forward) or twist the spine
- ✓ **Inhale** when you **expand** the body (e.g., arch the back or open the arms) or stretch sideways/lateral



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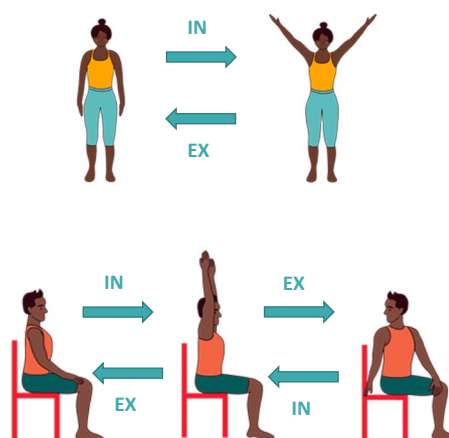
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4. Breath and movement

Yoga Practice 1
For releasing tension and building a sense of calm

Key: IN = Inhale, EX = Exhale

- Opening Breath Awareness** | 6 – 8 breaths
 - Take a few breaths at your pace, then link breath and movement.
 - IN, lengthen the spine, EX release the belly, shoulders, jaw
- Neck Rolls** | 4 times each side
 - IN your chin to one shoulder
 - EX your chin back to the chest
 - IN to the opposite shoulder
 - Continue switching sides
- Torso Circles** | A few times each side
 - Move from the hips to sway from side to side. Or make a circular motion as if you are "tipping the pot". Do what feels intuitive for you.
- Mountain Pose Standing** | 6 – 8 breaths
 - Stand with feet hip distance apart
 - Balance evenly over both feet, and evenly from front to back
 - Take several breaths at your pace
- Mountain Pose with Arms** | 4 times
 - IN raise arms up from the sides; arms can be wide apart, keep shoulders relaxed
 - EX lower the arms down
 - Repeat 4 times
- Standing Twists** | 8 – 10 times
 - With feet wide, twist from side to side + let your arms swing around your belly. You can also alternate raising one arm up as you twist.
- Side Stretch** | 3 times each side
 - IN raise one arm overhead
 - Stay 1-2 breaths reaching overhead
 - EX lower the arm back down
 - Repeat opposite side
- Forward Bend** | 3 times
 - Stand with feet hip distance apart, IN raise your arms up
 - EX bend forward, rest hands on your legs or hold the elbows in "Dangle Pose", stay for 2 breaths
 - IN arms back overhead, EX arms back to the start position
 - Keep your knees bent and your head relaxed
- Seated Twist** | 2 times each side
 - IN raise the arms up; EX twist to the right, place your left hand on the right knee; right hand at the back of the chair
 - Gaze to the right or over your shoulder; stay 2 breaths
 - IN arms back up to center, gaze forward; switch sides
- Seated Cat Cow** | 4 times
 - Start with your hands on top of your legs; IN gently arch the upper back + broaden your shoulders
 - EX round the back, tuck chin to chest
- Closing Breath Focus** | 10 – 12 breaths
 - Sit or lie down in any comfortable position.
 - Rest one hand on your heart and one on your belly. Breathe in and out through the nose, or however it feels best today.



Pause between IN (inhale) and EX (exhale) if needed

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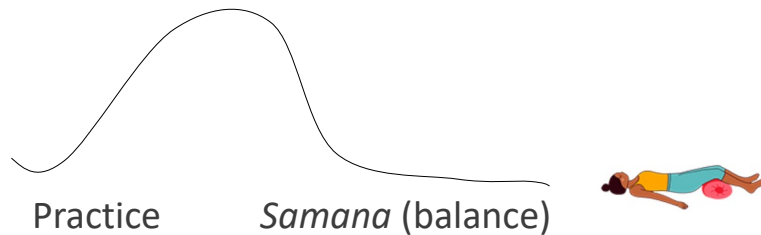
5. Balancing movement + stillness

Key times to rest

- 1) Between poses
- 2) The transition between types of poses
(e.g. standing to the chair)



Leave time for rest instead of moving too quickly.



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Encourage students to:

- Follow their breath pace.
- Work within safe, comfortable limits for that day/moment.
- Listen to the wisdom of their body –should override any cues.
- Come out of a pose whenever they are ready.
- Do a pose differently or not at all (take a few breaths instead of movement).
- Notice sensations without judgement.
- Model poses where modifications might be needed (e.g. twists)

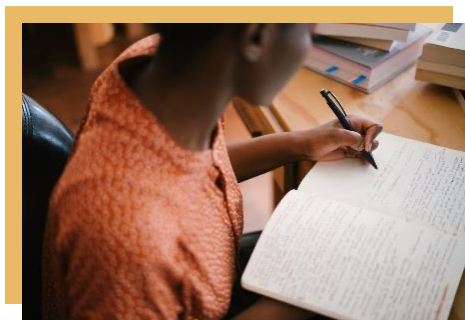
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Yoga Practice

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Home Practice

- Generate a list of questions to ask students during inquiry and a list of strategies you can draw upon when students are quiet
- Lead one seated practice
- Lead one yoga practice



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Guided Mindfulness & Compassion Practices
Click on each title below to link directly to the English or Spanish practice

Breathing Practices	Compassion Practices
Tuning into the Breath Sintonizarme con la Respiración	Self-Compassion Break Un Momento De Autocompasión
+2 Breathing Respiración Extendida	Peace & Kindness Meditation Paz y Bondad
Be in the Pause Practice 3 Step Breathing Space	Gratitude Práctica de Gratitude
	3 - 2 - 1 Gratitude for Yourself Soften, Soothe, Allow Meditation
Practices for Tuning into the Body & Senses	Practices for Parenting & Connecting with Children
Stress Check Chequeo de Estrés	Being with Baby Estando con el Bebé
Progressive Muscle Relaxation Relajación de Músculos Progresiva	Connecting with a Child Conectando con el Niño
Tuning into the Senses Atención Plena en los Sentidos	Loving Kindness While Feeding Baby Postpartum Compassionate Body Scan
Sounds & Thoughts Meditation Awareness of Thoughts Meditation	

English SoundCloud Library Spanish SoundCloud Library

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Be REAL Facilitator Training, Day 2 September 2021

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University of Washington

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Facilitating Inquiry



“When admiring other people’s gardens, don’t forget to tend to your own flowers.”

Sanober Khan

Photo: Disabled And Here: affecttheverb.com/disabledandhere/

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What is inquiry?

Discussion about experiences with mindfulness practices

Directly after a practice or reflecting on how one applies mindfulness over the last few days/weeks

Linked to 8 key qualities of mindfulness to strengthen students’ learning


Process orientated:
Emphasizes paying attention;
not a specific outcome

It is not:

Group therapy

Advice

Facilitator all knowing



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Qualities of Mindfulness

Beginner's Mind

Seeing things as fresh and new, with curiosity and an open attitude.

Patience

Being in the moment without rushing to the next thing.

Trust

Connecting with Wise Mind, your intuition, to know what's effective

Non-judging

Not labeling experiences as good or bad, right or wrong.

Acceptance

Openness to your experience - acknowledging things as they are.

Non-striving

Being in the moment; not pushing for things to be a certain way.

Letting Go

Observing how grasping increases suffering and releasing our hold.

Compassion

Kindness for yourself + others. Recognizing our common humanity.



Additional reading on the 8 qualities, see *Full Catastrophe Living* by Jon Kabat Zin

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Goals of Inquiry

1. Highlight the universality and normalize experiences such as:

- Wandering mind
- Past and future thinking (rehashing and rehearsing)
- Reactive patterns (thoughts, emotions, behaviors)



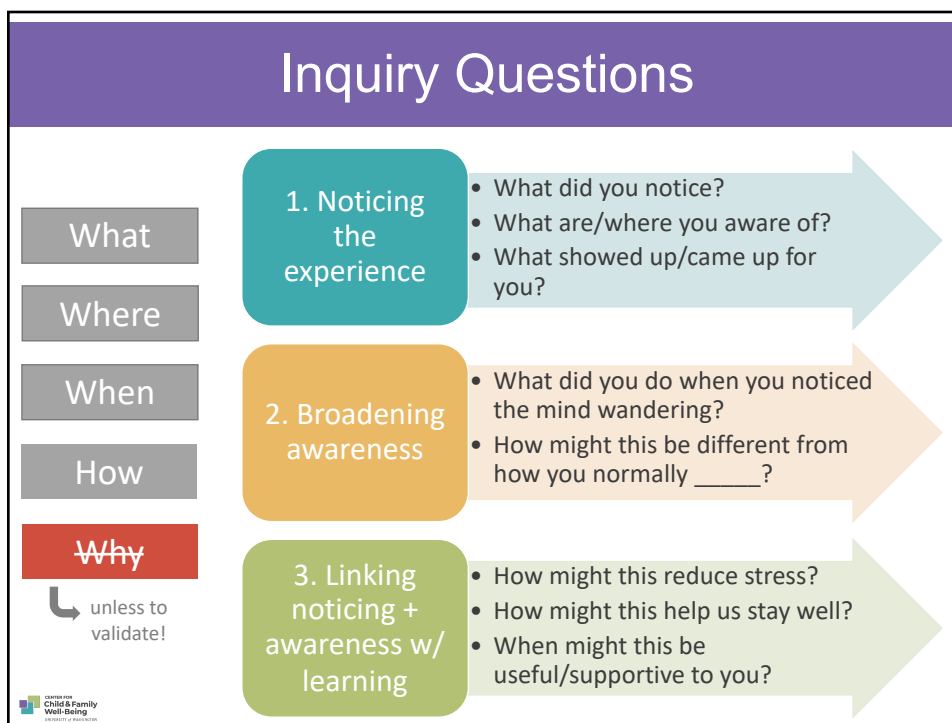
2. Promote reflective, compassionate observations of experiences

- Not story-telling or interpreting
- Building our awareness of our patterns and vocabulary
- Reducing self-criticism and feelings of isolation



** Extends learning to the entire group **

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Common Experiences to Normalize

- Mind wandering
- Sleepy
- Boredom
- Physical discomfort
- Emotions
- Relaxation**

Every time we notice these types of patterns or experiences is a mindful moment!

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Facilitating Check-ins

Guided + Reflective Practices

- Stress Check
- Breathing practices
- Mindful movement (e.g. Yoga)
- Wise Mind Breathing
- Gratitude Meditation
- Just Like Me
- Self Compassion Break

Noticing Practices

- Stress response
- Thought patterns
- Wise Emotional, Rational Minds
- Emotional responses
- Window of Tolerance
- Self-talk



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Backdraft & Big Emotions

1. Validate student's experience / emotions
 - Note you appreciate them for sharing so openly
2. Redirect focus away from individual student
3. Connect afterwards 1-1
4. Refer them to campus resources



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Voluntary Participation

- Giving students space + choice for sharing
- Popcorn style – or always option to “pass” (friendly spirit “it’s fine, we understand” versus “not participating”)
* Creative Zoom modifications *
- Student feedback indicates strong resistance to forced participation
- Voluntary participation applies to home practice/assignments and what they are expected to share - refer to Be REAL manual for details.



Photo: Disabled And Here: affecttheverb.com/disabledandhere/

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Your Practice

- Resilience skills require continuous learning and growth
- Your insight carries the practices + discussions forward
- Self-disclosure and building authentic relationships
- Never ask more of your students than you can commit



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Cognitive Behavioral Skills

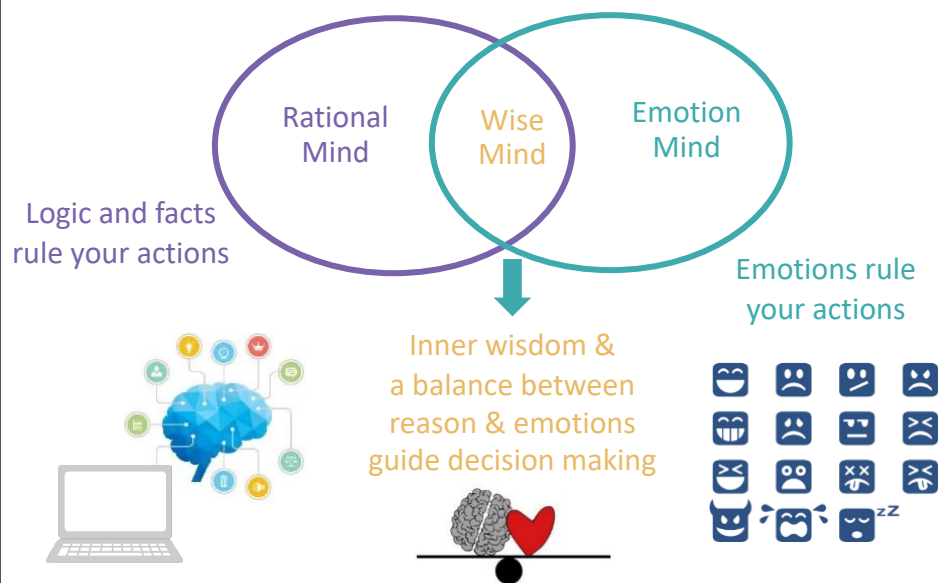
"The desire to reach for the stars is ambitious. The desire to reach hearts is wise."

Maya Angelou



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Wise Mind



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Wise Mind

In Wise Mind we ask:

What is needed?

What will be effective?

Effective
versus
right



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Experiencing Wise Mind can be:

Intuition

Gut feeling

Voice inside us

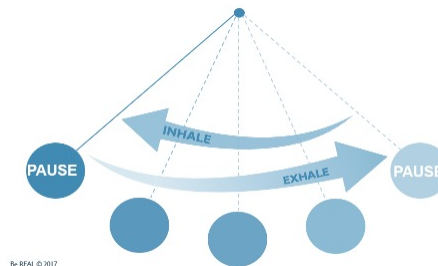
Still quiet place within

Deep sense of what is true or valid

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Wise Mind Breathing

Dropping into
the Pauses



Be REAL © 2017

Inhale –
Exhale
Wise Mind

Breathe
in
“Wise”

Breathe
out
“Mind”

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Inference

Neutral Connotation	Positive Connotation	Negative Connotation
Smell	Fragrance	Stench
Persistent	Persevering	Stubborn
Inactive	Laid-back	Lazy
Young	Youthful	Childish
Unusual	Exceptional	Strange
Inexpensive	Economical	Cheap

Activity purpose:

1. Recognize that there are usually multiple interpretations of a situation or statement.
2. That we can bring awareness to our interpretations and recognize that it is just one possible interpretation.
3. We can begin to recognize the evaluation or judgement in our interpretations and try to bring intention to our interpretations, the intention of being non-judgmental.



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Radical Acceptance

When we meet our experiences where they are at in each moment – *without judgement*

We accept what is happening and how we feel about it.

It does not mean we approve of the circumstances.

- It means that we accept reality instead of denying what is happening.
- It means we acknowledge the parts we can't change and turn our attention to the parts we can change.

Using Radical Acceptance, we ask ourselves:

What part of this can I change or control?

What part of the situation can I do something about?

What part of my reaction can I do something about?

Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin



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Ways to Practice Radical Acceptance

- 1 Notice if you're resisting reality
- 2 Remind yourself, reality is what it is
- 3 Tune into how you feel, body + mind
- 4 Accept how you feel
- 5 Allow emotions to surface as they are

Examples

- Feeling resentful
- Thinking "This isn't fair"
- Trying to change others
- E.g., "it is what it is"
- Commit to stop resisting reality
- Observe physical sensations
- Attend to sensations, especially tension
- Allow any emotions to arise
- Act as though you've accepted the situation
- Continually tune into yourself
- Emotions may change over time, allow them to surface without judgement

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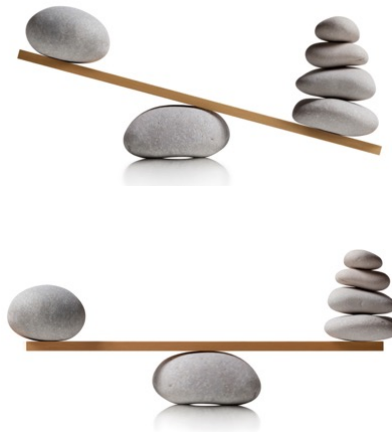
Cognitive Reframing

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Cognitive Reframing

Seeing things in a more balanced way.

Considering both the positive **and** negative – or the potential for a positive outcome.



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Adapting Be REAL for Online Learners



"Doing your best is the surest way to remind those around you to do their best."

Thich Nhat Hanh

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Preparation


- Pacing and student engagement
- First session, share best practices + strategies for being present
- Considerations for break-out rooms

- Camera is always optional
- Creating a culture with cameras – e.g. asking for cameras on during check-in or at end for connection given extended online learning



- Zoom chat - quick check-ins
- “Chat Storm”: students change names to a % sign for anonymity and generate ideas
- PollEverywhere




 Respond to a [Pollevo.com/cfwo](https://pollevo.com/cfwo)
 Text **CFWO** to **22333** once you join, then text your message

Share an example of a time someone from this group added a marble to your trust jar. If you prefer, you do not have to specify names.

"Being transparent"	"Checking in about personal things like how my family is doing"	"When my boss listened to me with love and compassion"	"When others offer grace and patience."	"x"
"When leaders make time to hear my thoughts, concerns, questions, even when they are super busy"	"Sharing cultural tidbits"	"Providing wonderful baked goods 🍰"	"Seesta asked about my family"	
"When we all pick up slack for others who need help."	"Checking on me the last few days, making sure I didn't need anything."	"Being heard, not just listened to."	"test"	"Asks how I am really doing."
"Trust me"	"Shared extremely private information"	"Laughing together"	"Being able to cry and break down and not be made felt weak."	"IT WORKS Yay"
"Just being an person I can talk to when I need a listening ear."	"Give me a note of appreciation"			

"I found out that my grandpa died right before I had left to work and my team member I insisted on telling someone so I could go home. Someone from leadership let me cry in their office and said it was ok to go home."

Creating an Inclusive Space

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."

Audre Lorde



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Facilitator Resource Page

Visit the Be REAL Facilitator Page for updated resources related to cultivating inclusive spaces and groups for students: <https://depts.washington.edu/ccfwb/be-real-facilitator-resources> // Password: real20xCCFW

The following slides are a few examples from this webpage.

Resources for Ongoing Training

- ▶ Mindfulness & Yoga Training Resources
- ▶ Readings on Mindfulness Facilitation Skills
- ▶ Cognitive Behavioral & Dialectical Behavioral Training Resources

Inclusive, Trauma Informed Facilitation

Facilitators have an important role in creating an environment where participants feel safe and comfortable in order to participate wholeheartedly. There are many considerations for creating a safe space. A few considerations include facilitating with awareness of trauma, through an approach of cultural humility, and with an anti-oppression pedagogy. The resources below are intended to spark thought, conversation, and a genuine interest in growing as a facilitator. This list is by no means complete or definitive and will continue to grow. We very much welcome your suggestions!

- ▶ Cultural Humility
- ▶ Trauma Informed Mindfulness & Yoga Resources
- ▶ Social & Racial Justice Mindfulness Resources
- ▶ Resources in Sign Language and for Adaptive Yoga

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Cultural Humility

Coined by Melanie Tervalon + Jann Murray-García, outlines a pathway for equity:

- Redressing power imbalances
- Developing a life-long commitment to person growth & critical self-evaluation
- Cultivating mutually beneficial, participatory relationships with communities

Table from Yeager and Bauer-Wu (2013).

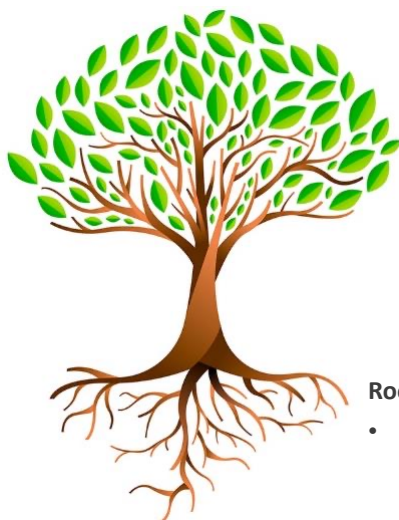


Difference between cultural competence and cultural humility.

Attributes	Cultural Competence	Cultural Humility
View of culture	•Group traits •Group label associates group with a list of traditional traits and practices •De-contextualized	•Unique to individuals •Originates from multiple contributions from different sources. •Can be fluid and change based on context
Culture definition	•Minorities of ethnic and racial groups	•Different combinations of ethnicity, race, age, income, education, sexual orientation, class, abilities, faith and more
Traditions	•Immigrants and minorities follow traditions	•Everyone follows traditions
Context	•Majority is the normal; other cultures are the different ones	•Power differences exist and must be recognized and minimized
Results	•Promotion of stereotyping	•Promotion of respect
Focus	•Differences based on group identity and group boundaries	•Individual focus of not only of the other but also of the self
Process	•A defined course or curriculum to highlight differences	•An ongoing life process •Making bias explicit
Endpoint	•Competence/expertise	•Flexibility/humility

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Culturally Inclusive



Leaves: Surface Culture, Observable patterns

- Religion, food, clothes, holidays, art, language,

Trunk: Shallow Culture, Unspoken rules

- Concepts of time, eye contact, personal space, nature of relationships, expression of emotions

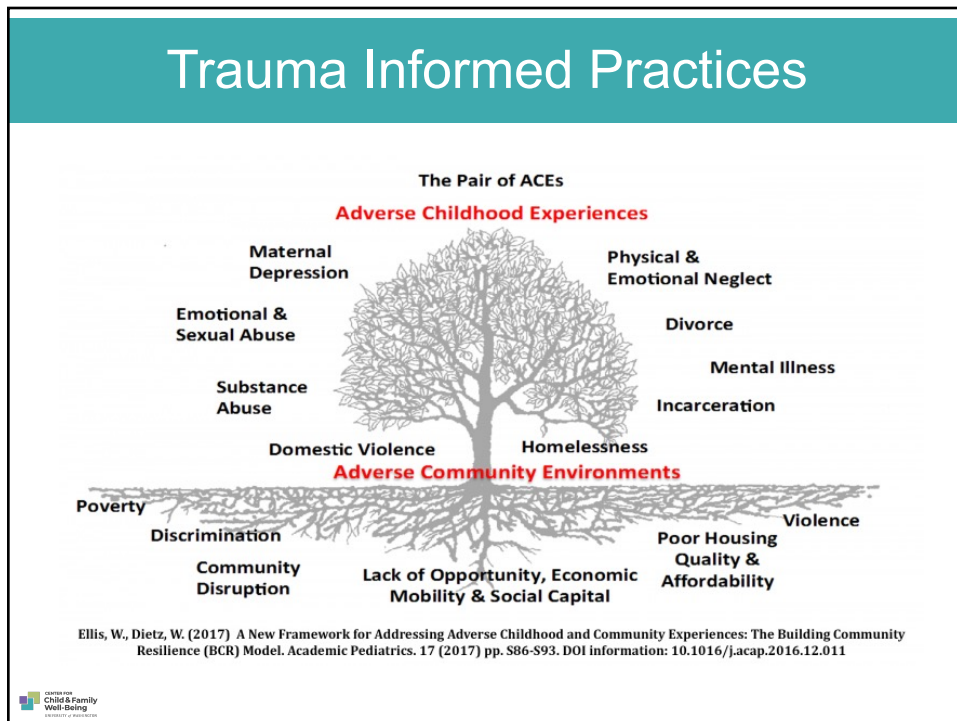
Roots: Deep Culture, Collective unconscious beliefs

- Concepts of self, decision making, notion of fairness, spirituality, definitions of kindship, world view



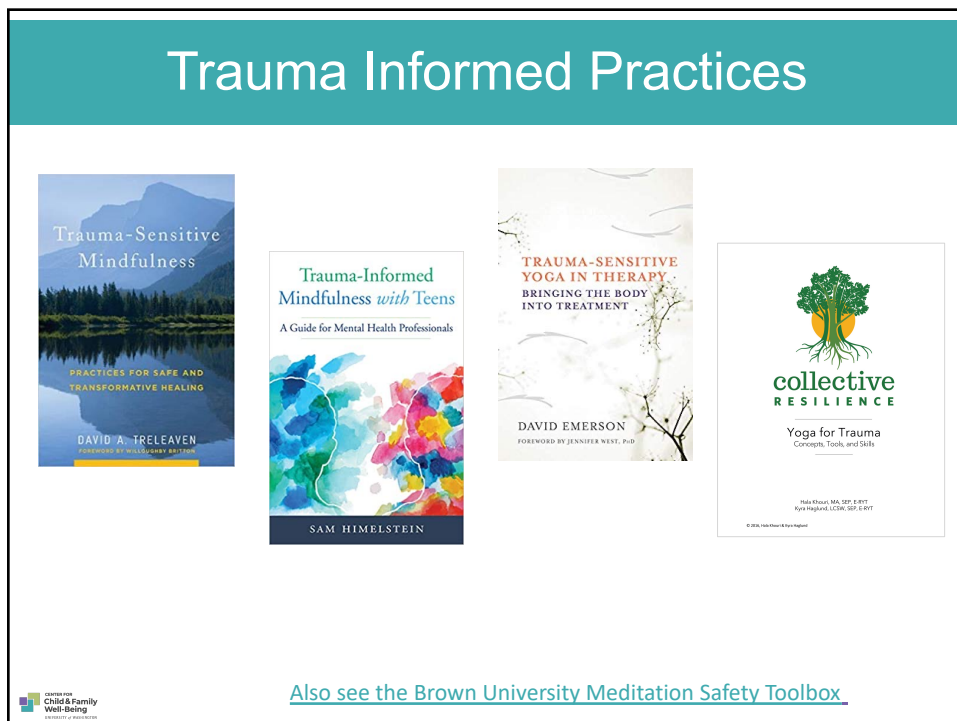
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Trauma Informed Practices



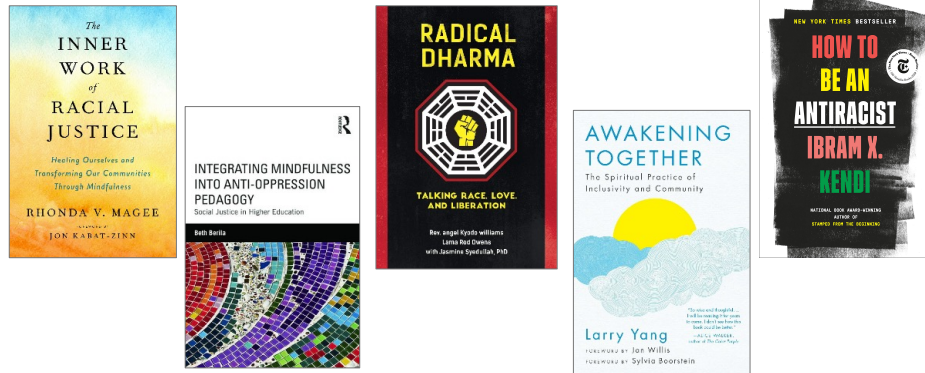
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Trauma Informed Practices



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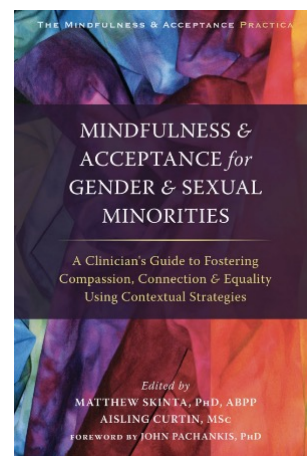
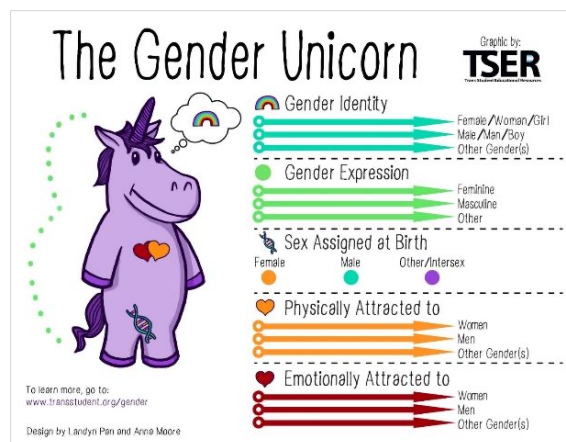
Anti-Oppression & Racial Justice



<https://depts.washington.edu/ccfwb/resource/social-justice-mindfulness-resources/>

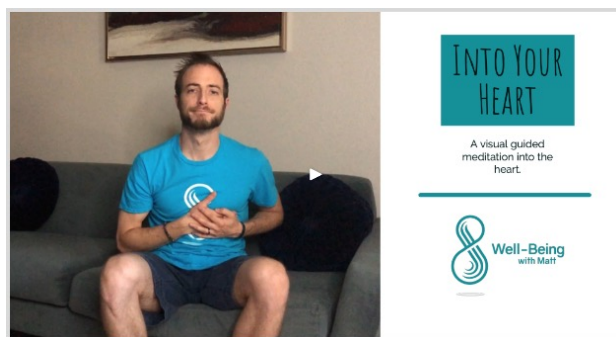
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Gender Identity & Expression



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Mindfulness in Sign Language



<https://www.wellbeingwithmatt.com/videos>

More resources in American and British Sign Language at:

<https://depts.washington.edu/ccfwb/resource/mindfulness-resources-in-sign-language/>



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Next steps

- Certificates of completion: submit reflective papers to Katie at bereal@uw.edu
- Access Facilitator webpage for resources
- Contact Robyn + Megan if you will facilitate Be REAL
 - CCFW + UWRL can help recruit if needed
 - Evaluation + research is ongoing
- Join our Communities of Learning meetings this fall 😊



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