



MINDFULNESS  
MEDITATION  
TEACHER CERTIFICATION

# Mindfulness Teaching Fundamentals

## WORKBOOK

A Self-Directed Course for  
All Levels of Experience

## Mindfulness Teaching Fundamentals

### Course Introduction

Welcome to this course Mindfulness Teaching Fundamentals.

This course will provide you with an overview of key concepts and basic exercises that are central to mindfulness practice. You will be introduced to considerations for managing and facilitating mindfulness classes. The course will also provide you with a self-assessment tool to revisit as you begin your journey as a teacher of mindfulness meditation.

You may find that your journey will strengthen your own personal practice. With each of your mindfulness teacher experiences, and through your reflection and self-assessment, this journey may bring you to have a more deepened insight into your mindfulness and your embodiment of the qualities of compassion, acceptance, non-judgement and kindness.

*The Voice*  
*There is a voice inside of you That*  
*whispers all day long*  
*"I feel that this is right for me*  
*I know that this is wrong."*  
*No teacher, preacher, parent, friend Or*  
*wise man can decide*  
*What's right for you –just listen to The*  
*voice that speaks inside.*

*~ Shel Silverstein*

In this poem Shel Silverstein acknowledges the voice within each of us to move in the directions that are deeply personal and right at an intuitive level. Perhaps it is your voice that brings you to this course now, at this time. May you continue to listen to the voice that carries you on the path that is right for you.

## Mindfulness Teaching Fundamentals

### Course Structure

The course is comprised of 20 lessons. Each lesson will include information on the content area, activities and reflection questions. Each lesson has accompanying worksheets with supplemental information, journaling, and tools for your learning.

You have the freedom to proceed through the lessons at your own pace. Take notes. Take time to process your thoughts and this content, making use of the reflection questions. Use this course as a resource that you revisit as you select your program curriculum and begin your practices of mindfulness and as a meditation teacher.

The 20 lessons are listed:

1. What is Mindfulness?
2. Research on Mindfulness
3. Attitudinal Foundations
4. Four Foundations for Mindfulness Teaching
5. Understanding Compassion
6. Mindfulness and Self-Compassion
7. Loving-Kindness Meditation
8. Mindfulness of Breathing
9. Body Scan
10. Mindful Movement
11. Getting Started
12. Common Questions
13. Managing Group Processes
14. Relational Skills
15. Mindfulness Exercises for Teachers
16. Embodiment of Mindfulness
17. Guiding Meditation
18. Inquiry and Didactic Teaching
19. Curriculum, Pacing, Coverage
20. Self-Assessment

## Mindfulness Teaching Fundamentals

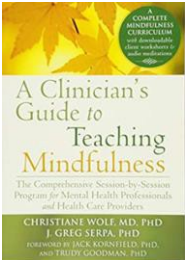
This course was designed to provide you with an introduction to key concepts, exercises, and tools to develop your proficiencies as a mindfulness teacher. The objectives of this course are delineated.

- Introduce the learner to foundational concepts and definitions.
- Introduce basic elements to mindfulness meditation.
- Develop learner capacities for compassion and loving-kindness meditation.
- Introduce a self-assessment tool for ongoing development of teaching proficiencies.
- Provide strategies for planning and implementing a mindfulness course.
- Provide strategies for guiding and teaching meditation practice.
- Develop your interactive teaching skills that include relational skills and the embodiment of mindfulness.

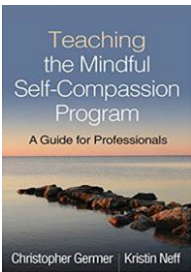
# Mindfulness Teaching Fundamentals

## Key Resources

Three key resources were referenced in the development of this course. It is highly recommended that you obtain a copy of these resources for your continued and in-depth study



Christiane Wolf and J. Greg Serpa  
[A Clinician's Guide to Teaching Mindfulness: A Comprehensive Session-by-Session Program for Mental Health Professionals and Health Care Providers](#)

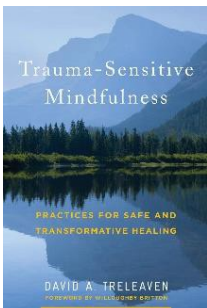


Christopher Germer and Kristin Neff  
[Teaching the Mindful Self-Compassion Program: A Guide for Professionals](#)



The Mindfulness-Based Teaching Assessment Criteria (MBI-TAC) that was developed by Crane, et. Al. Here you see the website where you may download the document and get more information on training. The self-assessment tool provided in this course is an adaptation of their assessment criteria, located here: <https://mbitac.bangor.ac.uk/mbitac-tool.php.en>

Acknowledgement is also given to the Greater Good Science Center out of Berkley California.



[Trauma Sensitive Mindfulness by David Treleaven](#) is a recommended additional resource that provides special considerations for working in a safe way with persons who have trauma,

## Mindfulness Teaching Fundamentals

### Thoughts as You Begin

Whether you are beginning your work as a mindfulness teacher or, perhaps, an experienced teacher who is searching for more resources or a renewal of understanding, it is the intention of this course to offer wisdom, tools, resources, and suggestions that will support you.

It takes courage to become a mindfulness teacher. You are taking on responsibilities to guide others in their personal discoveries. You are exposing your authentic self.

As you begin this journey, be kind to yourself.

*“As you start to walk out on the way, the way appears.”*

~Rumi

As you complete the workbook, please post at least 5 reflections or questions in the Connect mindfulness community, and reply 5 times to someone else's. May our community continue to be a source of support for you on your journey.

I am honored you have chosen to learn more about gratitude and to deepen your practice.

Thank you.

Sean Fargo, Founder

MindfulnessExercises.com

# Mindfulness Teaching Fundamentals

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LESSON 1: WHAT IS MINDFULNESS?

As you begin this lesson, "What is Mindfulness?", pause to consider your understanding of mindfulness. What is your personal definition of mindfulness?

*"Mindfulness is non-judgmental awareness of your moment-to-moment experience."*  
(Sean Fargo)

*"Mindfulness is awareness, cultivated by paying attention in a sustained and particular way: on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment."* (Jon Kabat-Zinn, 2003)

*"The first component of mindfulness involves the self-regulation of attention so that it is maintained on immediate experience, thereby allowing for increased recognition of mental events in the present moment. The second component involves adopting a particular orientation toward one's experience in the present moment, an orientation that is characterized by curiosity, openness, and acceptance."* (Scott Bishop, et. al, 2004)

Pause to consider how these definitions compare to your own understanding.

When you consider your role as a mindfulness teacher, how might you unpack these definitions for your students?



## Mindfulness Teaching Fundamentals

There are three types of mindfulness meditation:

1. Focused attention, which is the practice of returning concentration to again and again to one object, such as breath. The focused concentration helps to calm the mind;
2. Open monitoring, which is paying attention to what comes to mind from one moment to the next, and;
3. Loving kindness and compassion meditation, which cultivates warmth and goodwill toward oneself and others.

To understand mindfulness, think of it as a practice of “sensing” instead of “fixing”.

When we fail to be mindful in our thoughts and actions, there are consequences. List the potential negative consequences that may arise when we are not mindful.

View the video, “The Raisin Experience”. This video is located at this link:

<https://www.youtube.com/watch?v=5YkjoXuCfWY>

Reflection Questions

What did you observe as you engaged in the Eating a Raisin Exercise?

## Mindfulness Teaching Fundamentals

Revisit your beginning working definition of mindfulness. Has it shifted? Refine it here:

What questions do you anticipate from your students?

### Mindful Practice and Teaching Exercise

Let us take the practice of mindful eating deeper with the exercises that are located in the appendix. You will find two exercises in the form of meditation scripts: Short Mindful Eating Exercise and Long Mindful Eating Exercises. Try each in your own practice. Select the one you prefer to use in your teaching.

For your personal practice, you can also try this guided mindful eating meditation: <https://www.youtube.com/watch?v=bktHUnrf-ol&feature=youtu.be>

### Supplemental Activity

Learning to practice Mindfulness does not have to be difficult. Rather, it can be a matter of carving out the time. In this Ted Talk Andy Puddicombe explains how a 10-minute meditation can be accomplished.

<https://www.youtube.com/watch?v=qzR62JJCMBQ>

What is your take away from this video?

LESSON 2: RESEARCH ON MINDFULNESS

There is a plethora of research on the efficacy of mindfulness meditation. Cross disciplinary studies are examining the mechanisms by which the simple behavior of focused attention with kindness will positively influence the feelings, cognition, neurology, and biology of the individual, leading to improvements in mental health, outlook, coping, and health.

Take notes from the course video on the research in each of the three categories of study:

Symptom Reduction

Biological Markers

Neuroplasticity

Summary of what we are learning from the mindfulness research:

1. The quality of research on mindfulness has improved with moderate to strong positive effects.
2. Research has expanded to examine symptom reports, biomedical markers, neuroplasticity, and experience of self-compassion.
3. With training in mindfulness meditation, benefits have been noted in working memory, cognition, reduced stress, lessened anxiety and depression, and response to illness.
4. Mindfulness meditation has been linked to stronger immunity, reduction in markers of inflammation in the body, and stronger neural connections in the brain.
5. The practice of mindfulness increases the experience of self-compassion, compassion toward others and improved relationship to others.

There is also plenty of emerging research related to the connection between mindfulness and trauma. Mindfulness can teach us to befriend our experience, fostering a self-nurturing relationship to our trauma, but it can also trigger traumatic memories and sensations and push us beyond the scope of what we're prepared to be present with. Being aware of the reality of trauma, the signs of trauma, and how to help your students stay within their window of tolerance is crucial as a mindfulness meditation teacher.

We recommend watching the following guest teacher workshops to deepen your ability to share mindfulness in trauma-sensitive manners aligned with the latest research:

[David Treleaven - Trauma-Sensitive Mindfulness, Part One](#)

[David Treleaven - Trauma-Sensitive Mindfulness, Part Two](#)

[Willoughby Britton - Identifying and Managing the Adverse Effects of Mindfulness Meditation](#)

**Note:** The above workshops are accessible only to those registered in the Mindfulness Meditation Teacher Certification Program. If you are not currently enrolled in this program, consider registering for access to these workshops and much more.

Your continued familiarity with the research will increase your effectiveness as a practitioner and teacher of mindfulness.

## Mindfulness Teaching Fundamentals

### Reflection Questions

What questions do you have that may be addressed through research?

How will you integrate your understanding of research into your teaching?

### Supplemental Activities

The Science Behind Mindfulness Video

Supplement your understanding with this video that provides an illustrated explanation of how mindfulness is good for the brain.

<https://www.youtube.com/watch?v=VTA0j8FfCvs>

What is your take-away?

## Mindfulness Teaching Fundamentals

Stay current by continuing your study of the research on mindfulness that is the best fit for your context. Here is a brief list to get you started:

- Center for Mindfulness and Human Potential. Department of Psychological and Brain Sciences, University of California, Santa Barbara <https://www.cmhp.ucsb.edu/>
- Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School <https://www.umassmed.edu/cfm/>
- Cheetah House, Scientific Articles (Meditation Challenges, Adverse Effects, and Risks) <https://www.cheetahhouse.org/bibliography>
- Curry School of Education, University of Virginia <https://curry.virginia.edu/>
- Go American Mindfulness Research Association. Pasadena, California. <https://goamra.org/>
- Greater Good Science Center. University of California - Berkeley <https://greatergood.berkeley.edu/>
- School of Human Ecology and the Center for Healthy Minds, University of Wisconsin-Madison <https://centerhealthyminds.org/>
- University of Oxford Research Centre <https://www.psych.ox.ac.uk/research/mindfulness>

What habits of study will you develop to stay informed on current research findings in your role as a teacher of mindfulness?

LESSON 3: ATTITUDINAL FOUNDATIONS

Jon Kabat-Zinn has identified attitudes that are foundational to mindfulness. Take notes as you review the course video and the video of Jon Kabat-Zinn explaining the attitudes that are foundational to mindfulness practice.

Video of Jon Kabat-Zinn <https://www.youtube.com/watch?v=2n7FOBFMvXg>

Beginner's Mind

*"In the beginner's mind there are many possibilities, in the experts' mind there are few".  
~Suzuki Roshi*

Acceptance

*"Life is a series of natural and spontaneous changes. Don't resist them; that only creates sorrow. Let reality be reality. Let things flow naturally forward in whatever way they like." ~Lao Tzu*

Non-Judging

*"Only a non-judgmental mind has intelligence, because it is spontaneously responding to reality." ~Rajneesh*

Non-Striving

*"Non-striving is trying less and being more." ~Jon Kabat-Zinn*

## Mindfulness Teaching Fundamentals

### Letting Go/Letting Be

*"Seek not that the things which happen should happen as you wish, but wish the things which happen to be as they are, and you will have a tranquil flow in life." ~Epictetus*

### Patience

*"Patience is the calm acceptance that things can happen in a different order than the one you have in your mind." ~David G. Allen*

### Trust

*"Trust your inner know" ~Daren Martin*

### Gratitude

*"Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. "* ~Melody Beattie



## Mindfulness Teaching Fundamentals

How will you teach these foundational attitudes?

Review the course video again and fill in this chart with ideas for how you will model these attitudinal foundations to mindfulness.

Attitude	Teaching Strategy
Beginner's Mind	
Acceptance	
Non-Judging	
Non- Striving	
Letting Go/Letting Be	
Patience	
Trust	
Gratitude	

## Mindfulness Teaching Fundamentals

### Focused Attention and Open Awareness Meditation

For your own teachings, you can find a script of the focused attention and open awareness practice in the [Appendix](#). For your personal practice, try the guided meditation at the following link:

<https://mindfulnessexercises.com/course/day-25-focused-attention-open-awareness/>

Observe and journal your experience.

### Supplemental Activity

#### Practice Breath Exercises Over Time

The breath is a powerful place to begin experiencing the attitudes of mindfulness. As you deepen your personal practice, you will become a better teacher of others. Build your practice and understanding of the attitudinal foundations by deepening your practice around the breath.

As you engage in mindful breathing, reflect on how you connect your breath to your understanding of the attitudes that are foundational to a heartfelt and mindful experience.

Read about mindful breathing here: <https://mindfulnessexercises.com/6-mindful-breathing-exercises/>

Practice using the exercises listed below:

- [3 Mindful Breaths](#)
- [Breathing Into Stress Worksheet](#)
- [Learning to Belly Breathe](#)
- [Buddhist Mindful Breathing Practices](#)
- [Whole Body Breathing](#)
- [Affectionate Breathing with Kristin Neff](#)

LESSON 4: FOUR FOUNDATIONS OF MINDFULNESS TEACHING

There are four foundations of mindfulness teaching. They are listed:

- Mindfulness of the Body
- Mindfulness of the Feeling Tones
- Mindfulness of the Mind
- Mindfulness of How the Mind Operates

Each will be explored in more detail in the video course and with the supplemental resources of this study guide. Take the time to view each of the videos and take notes, recording your new learnings and insights.

Mindfulness of the Body

Mindfulness of the body is the starting point and anchor to the present moment.

This video, narrated by Jon Kabat-Zinn, is a guided exercise of the body scan.  
<https://www.youtube.com/watch?v=15q-N-kkrU&feature=youtu.be>

Notes:

Mindfulness of the Feeling Tones

By being mindful of the body, all experience can be categorized as pleasant, unpleasant or neutral. Feeling tones accompany emotions.

In this video, Dr. Jamie March takes you through a guided exercise in Mindfulness of Feeling Tone. <https://www.youtube.com/watch?v=JR-OK4Uf-GA>

Notes:

## Mindfulness Teaching Fundamentals

### Mindfulness of the Mind

As you explore mindfulness of the mind, watch the following video...

<https://youtu.be/ycuz8fiRMmQ>

Notes:

### Mindfulness of How the Mind Operates

In observing how the mind operates, one becomes aware of the forms of existence, virtues, or enlightenment are manifest.

In this video Eckhart Tolle discusses the state of enlightenment.

<https://www.youtube.com/watch?v=rdgO4UDrwm8>

Notes:

### Ethics: The Five Precepts

There are 5 ethical guidelines that are foundational to developing safety for oneself and your students.

- Not killing or harming
- Not stealing
- Not harming anybody, including oneself, with sexuality or strong desires
- Not lying
- Not intoxicating the mind with anything that leads to addiction

## Mindfulness Teaching Fundamentals

You also have professional ethics or a code of conduct. The ethics to who you are and how you conduct yourself are the foundation of your authenticity as a facilitator to the learning of others.

### Reflection Questions

As you practice mindfulness exercise, what are you noticing in the working of your mind? What are the shifts within your practice?

As you work with others, how might awareness of the feeling tones be healing and transformative for them?

How do your personal and professional ethics shape your mindful choices?

LESSON 5: UNDERSTANDING COMPASSION

As we begin this lesson on compassion, pause to consider this quotation:

*"Compassion is the basis of morality." ~Arthur Schopenhauer*

Thoughts:

Consider the times in which someone showed compassion to you. How did you feel?

What values of compassion do you hold toward others? Society?

What questions do you have about the topic of compassion and its connection to mindfulness practice?

## Mindfulness Teaching Fundamentals

Compassion is the desire to relieve suffering. It is a capacity that is deeply human. Compassion is a core and universal emotion. It is believed that the capacity for compassion extends from our innate biologically driven protection of the young.

Mindfulness cultivates presence and simplifies things to help us to embody who we already are. Even Albert Einstein pondered the importance of compassion to humanity in his words,

*"Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty."*

*~Albert Einstein*

Thoughts:

How might we understand compassion and mindfulness?

Mindfulness gives us the space to let go, to explore and to embrace a widened experience that is shared by others. Jon Kabat-Zinn explains compassion and mindfulness in this interview:

Jon Kabat-Zinn Mindfulness and Compassion <https://www.youtube.com/watch?v=l7E7FBSIB1U>

Notes from video:

## Mindfulness Teaching Fundamentals

Research has confirmed that meditation leads us to experience and express more compassion toward others.

### The Qualities of Compassion

Consider how you may invite these qualities into your interactions with others in your daily life and in your teaching.

Curiosity - genuine interest in what a student is experiencing

Kindness - a hospitable, non-judging attitude

Warmth - a tender inclination of heart toward the individual

Respect - appreciating the uniqueness of each individual

Allowing - not fixing and allowing each person to be whole and complete now

Humility - assuming that one person doesn't know what is best for another

Mutuality - sense of commonality with others in struggles and aspirations

Attentiveness - ability to focus on the experience of another

Empathy - feeling another's world as one's own

Equanimity - perspective and steadiness in the midst of strong emotions

Wisdom - understanding complexity and seeing a way through

Confidence - inner strength that arises from goodwill

Humility - assuming that one person doesn't know what is best for another

Thoughts:



Just Like Me Meditation

Go to Mindfulness Exercises.com to the guided meditation, Just Like Me.

<https://mindfulness Exercises.com/course/day-18-just-like-me/>

You will also find this meditation in the Appendix section of resources. Record your observations of your feelings and how they may have shifted through this exercise.

Record your observations of your feelings and how they may have shifted through this exercise.

Reflection Questions

Reflect upon the list of compassion qualities. Begin your exploration of compassion by selecting 1 - 3 qualities that you intentionally plan to cultivate in your mindfulness practice and teaching.

Consider the capacity of our shared humanity that is expanded through mindful meditation. What are your insights and inspirations?

LESSON 6: MINDFULNESS AND SELF-COMPASSION

Begin by considering these words:

*"If your compassion does not include yourself, it is incomplete." ~Jack Kornfield*

Reflect on the ways you extend compassion to yourself or perhaps how you learned to develop compassion toward yourself.

Consider the students you will be teaching. Many will come to you with physical pain or personal stressors and challenges. How do you think self-compassion might support them in their journey? Do you perceive any challenges with teaching self-compassion to them? Could the practice be met with resistance? Share your reflections.

Understanding Self-Compassion and Mindfulness

Mindfulness has been described as a loving awareness of *experience*.

Self-compassion is a loving awareness of the *experiencer*. Self-compassion is unconditional self-acceptance even in moments of failure.

## Mindfulness Teaching Fundamentals

Research is demonstrating that self-compassion can help to mitigate the effects of trauma in childhood. Components of the stress response to trauma include self-criticism, self-isolation and self-absorption. Intervention with self-compassion approaches may help individuals to have improved coping to upsetting events. (Germer and Neff, 2014)

To address questions that might arise as to what self-compassion is and is not, view this video with Kristen Neff:

<https://www.youtube.com/watch?v=YFhcNPjIMjc>

Notes:

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This table summarizes what self-compassion is and is not.

Self-Compassion IS NOT...	Self-Compassion IS..
...selfish or self-centered	...emotional resources to care for others
...a form of self-pity	...opening to see the interconnected experiences of self and others without exaggeration
...weak	...potentially self-protective and self-supporting; a source of strength and resilience in challenging situations
...self-indulgent	...aimed at the alleviation of suffering, choosing long- term well-being over short-term pleasure
...harsh, belittling self- judgment	...constructive criticism and discernment
...fear and shame that undermine motivation	...enhances motivation with care, support and encouragement

Adapted from Germer and Neff, p. 30

How might you use these distinctions in your teaching?

### Research Findings

Self-compassion is linked to:

- Reduced negative states such as depression, anxiety, and shame
- Increased positive states like happiness and life satisfaction
- Fewer problems related to striving for self-esteem
- Healthier body image and less disordered eating behaviors
- Reduced risk of caregiver burnout
- Better physical health and immune function
- Improvements in coping for persons who experienced trauma
- For persons with clinical disorders who tend to have less self-compassion, increased self-compassion appears to be an important mechanism of change in therapy (Germer and Neff, p.56)

### Self-Compassion and Trauma

Self-compassion is essential when we come face-to-face with trauma. However, when trauma is present, calling upon self-compassion can feel far beyond reach. Trauma often disrupts our ability to feel safe within our own mind and body, leading to resistance or difficulty in offering oneself kindness and understanding.

It's important to recognize that self-compassion isn't always easy, especially when trauma is present. The following article on 'Cultivating Self-Compassion in Trauma Survivors' by Christopher K. Germer and Kristin Neff can shed more light on the intersections between mindfulness, trauma, and self-compassion:

[https://self-compassion.org/wp-content/uploads/2015/08/Germer.Neff\\_.Trauma.pdf](https://self-compassion.org/wp-content/uploads/2015/08/Germer.Neff_.Trauma.pdf)

Please note that this article speaks at times to how a therapist can support a client with trauma. It is important to recognize that as a mindfulness meditation teacher, you are not in a position to offer therapy or treatment of any kind. This article and any other resources related to trauma-sensitive practice are intended for educational and informational purposes only - to deepen your awareness of trauma and ability to navigate it should it arise.

Becoming a Teacher of Self-Compassion

A teacher models self-compassion through “loving, connected presence”.

What is your vision or understanding of a “loving, connected presence”?

Your self-compassion is embodied by

- what you say,
- how you relate to others and
- the climate or atmosphere you create in your class.

Cultural Awareness

A critical aspect to your embodiment of self-compassion is found in your cultural awareness and sensitivity.

Develop your capacity to embrace diversity and seek for expanded understanding of cultural identities and their accompanying feelings.

*“Expanding our sensitivity to the impact of culture in our lives, especially the impact on those who are subject to daily injury within a particular culture, is an important gateway to living and teaching more compassionately.”* ~ Germer and Neff (p118)

Thoughts?

Self-Compassion Practice

Practice self-compassion with this guided meditation: <https://mindfulnessexercises.com/podcast-episodes/self-compassion-meditation-with-sean-fargo/>

You can also find self-compassion meditation scripts here: <https://teach.mindfulnessexercises.com/mindfulness-scripts/>

Journal your experience with self-compassion meditation.

## Mindfulness Teaching Fundamentals

### Reflection Questions

How does self-compassion strengthen us to explore our capacities?

How might you demonstrate mindful compassion as a teacher?

Take a few minutes to journal your thoughts and feelings about your cultural experience and identity for 20 days. Read and reflect on what you are uncovering and where you may focus your attention to increase your cultural sensitivity.

### Recommended Curriculum and Reading

Germer and Neff, *Teaching the Mindful Self-Compassion Program*. 2019. The Guilford Press.

LESSON 7: LOVING-KINDNESS MEDITATION

In Loving-Kindness Meditation, one is guided, through imagery, words or phrases to extend positive thoughts to others and the self. Loving-kindness meditation cultivates feelings of compassion, equanimity and gratitude.

Research Benefits

- Increase in positive emotions
- Quieting of negative emotions
- Strengthened capacity for empathy
- Migraine sufferers experience lessened pain
- Increased compassion
- Biological changes associated with longer life

The Metta Prayer

Take a few moments to pause, breathe deeply and repeat the Metta prayer. Repeat the prayer daily for two weeks. What comes to you? Do you notice shifts in your feelings of compassion?

The Metta Prayer May  
all beings be safe.  
May all beings be healthy. May  
all beings be happy. May all  
beings live with ease.

May I be safe. May I  
be healthy. May I be  
happy.  
May I live with ease.

Record your thoughts.

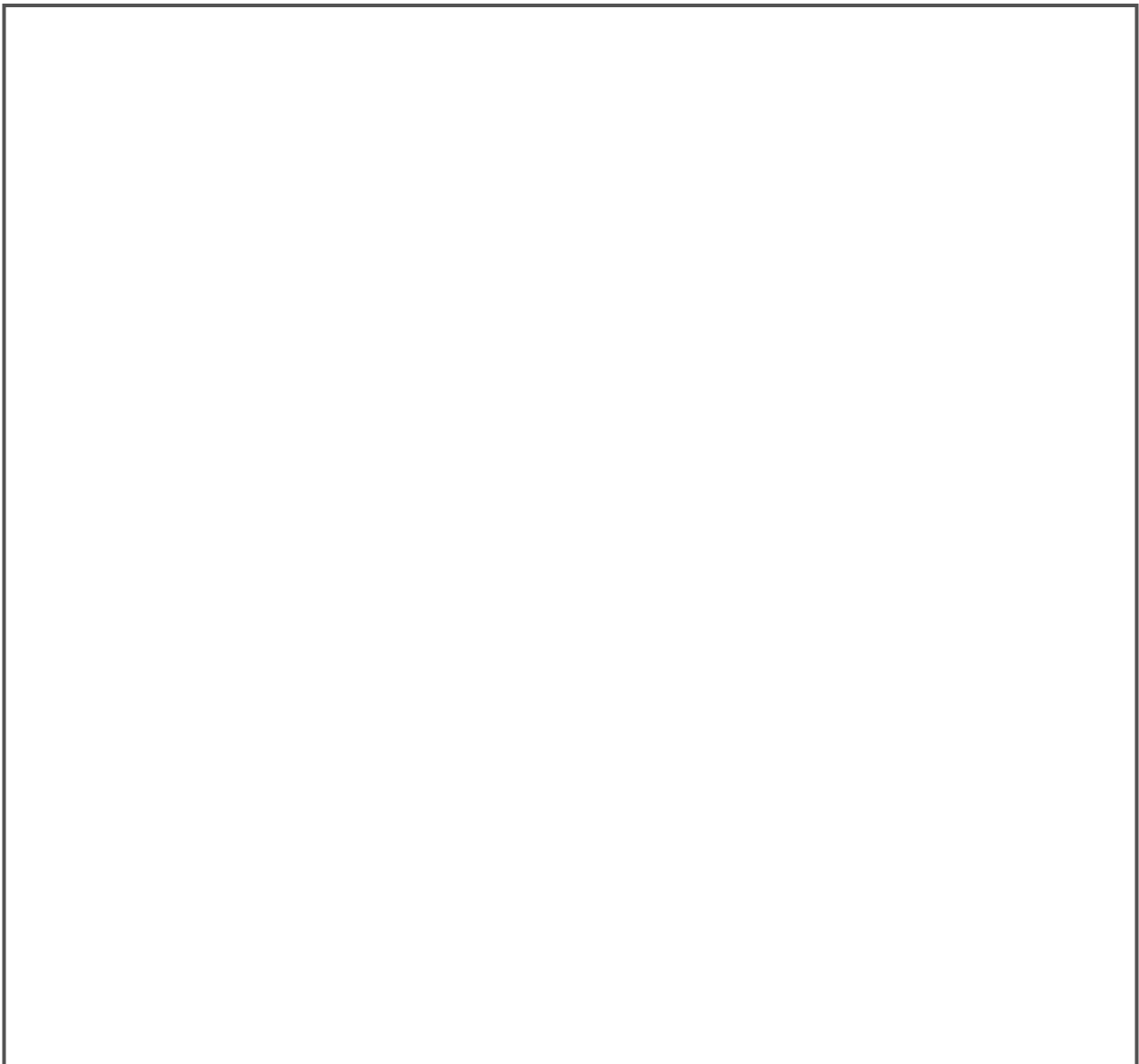


Guided Loving Kindness Meditation

Go to [Mindfulness Exercises.com](https://mindfulnessexercises.com) to the Loving-Kindness Meditation.  
<https://mindfulnessexercises.com/course/day-16-loving-kindness/>

Practice this meditation. If you are seeking the Certificate of Completion, you will need to log your practice and guide others on three occasions.

Journal your experience with the Loving-Kindness Meditation. What comes to you during and following the meditation?

A large, empty rectangular box with a thin black border, intended for journaling the experience of the meditation.

## Mindfulness Teaching Fundamentals

### Reflection Questions

As a mindfulness teacher, how do you see loving kindness useful for the general population?

What resistance do you anticipate in your loving kindness meditation?

What resistance do you anticipate among your students?

LESSON 8: MINDFULNESS OF BREATHING

Mindfulness exercises that emphasize the breath include guided breathing, body scan, and mindful movement.

Have you been practicing the breathing exercises that were introduced in Lesson 1? What have you observed through your breathing practice? If you have not been practicing breath exercises, what is interfering with your practice?

Thich Nhat Hanh described the breath as “the bridge which connects life to consciousness.” It is an accurate description of this invisible life force as the breath involves movement from the external, invisible realm of the world around us to the internal, physical reality that we experience (and vice versa).

Breathing happens naturally. When we pause to pay attention to the belly, chest, or nostrils as we breathe a couple of times, we develop patience and resilience that we can apply in times of stress. The breath brings us to move our focus from our busy minds to our bodies. By learning to use breath, we can learn to pay attention in the moment, to be mindful and to restore ourselves.

Summarize the science-proven benefits of mindfulness of breathing.

### Simple Steps for Breathing Practice

1. Come to a comfortable seated or lying down position. Ensure that the back is straight and the body is as relaxed as possible.
2. Take a moment to ground yourself into the space you are in by closing your eyes or looking downward. And then, noting the presence of the room around you. What does the air feel like against your skin? What does the earth feel like beneath your feet, backside, or resting body?
3. Then, draw your attention to the natural rhythm of your breath. Without trying to change or control it. Simply practice observing it exactly as it moves in this present moment. You might notice its pace and depth shift, allow this. Simply hold your focus on each in breath and out breath. Also, observing the brief pause in between each inward and outward movement.

### Teaching Points

- Guidance on Posture - Invite participants to use an upright posture or at least become aware of posture.
- Clarity of Instructions - Be clear in your delivery of what you want them to do and include instructions to keep their minds from wandering.
- Help participants to recognize and sense the three steps of breathing.
- Encourage participants to find time each day to practice breathing. A natural place to begin is when they feel stressed.

### Three Mindful Breaths Meditation

Go to Mindfulness Exercises.com to the guided meditation for Three Mindful Breaths.  
<https://mindfulness Exercises.com/course/day-2-three-mindful-breaths/>

Practice this exercise repeatedly. What is your experience?

## Mindfulness Teaching Fundamentals

### Reflection Questions

What physical sensations do you notice in your body as you breathe?

What is your comfort in guiding others to focus on their breathing? What will help you to be confident and calm as a teacher of this element to meditation?

### Supplemental Activity

Continue to deepen your mindful breathing practice using the exercises listed in lesson 3.

LESSON 9: BODY SCAN

The body scan is a targeted meditation technique. The body scan technique trains us to pay attention to our physical experience - what we are experiencing in our bodies when we pause and pay attention.

Attitudes

Take notes on the attitudes that are cultivated through the body scan during the video lesson and revisit following your practice of the body scan.

Attentiveness

Awareness

Embodiment

Letting Be

Leaning into Unpleasant Experiences

Appreciation

Getting Unstuck

### Body Scan Meditation Basic Steps

1. Begin by getting into a comfortable position.
2. Use the breath to begin to clear your mind and focus your attention.
3. Breathe in and focus on the body part where you wish to begin, usually the head or feet.
4. Notice any sensation - it may be heaviness or lightness, warmth or coolness, movement or stillness, dryness or moistness, as examples.
5. Do not place judgement on what you are noticing. Be open, curious and simply notice the sensation.
6. Release your focus of attention.
7. Slowly turn your attention to the adjacent body part.
8. If you find your attention is slipping to other things, breath and bring it back to a focus on your body. By returning your attention over and over, you are actually building neural pathways in your brain.
9. When you have finished your exploration of body sensations, turn your attention to a scan of your whole body and breath freely.
10. Gradually open your eyes and move mindfully into the moment.  
(Taken from <https://www.mindful.org/beginners-body-scan-meditation/>)

### Teaching Points

- The primary goal is guiding participants to learn how to notice a variety of physical sensations in the body.
- Offer guidance which on dealing with distraction.
- Invite participants to move into a direct being with the body sensations.

## Mindfulness Teaching Fundamentals

### Guided Body Scan Meditation

Go to [Mindfulness Exercises.com](https://mindfulnessexercises.com) to the guided meditation for the Body Scan.  
<https://mindfulnessexercises.com/course/day-11-integrated-body-scan/>

### Reflection Questions

Engage in a body scan meditation and take note of the attitudes that surface in your own experience. What is coming to you?

Does it become easier for you to sustain your focus on how physical sensations are changing from moment to moment?

Consider how you will guide your students through a body scan meditation and reference the attitudes they may uncover. What are your questions as you learn how to facilitate a body scan?



LESSON 10: MINDFUL MOVEMENT

Mindful movement teaches us to be mindful of our surroundings. There are practices that lead us to focus on the breath and mindful of our thoughts within the transition and sustaining of a movement.

Mindful Walking Meditation “Steps”

1. Find a quiet place.
2. Start your steps. Take 10-25 steps in one direction, then turn and walk in the opposite direction. Turn back and continue the walk.
3. Notice the four components to each step:
  - a. the lifting of one foot;
  - b. the moving of the foot a bit forward of where you're standing;
  - c. the placing of the foot on the floor, heel first;
  - d. the shifting of the weight of the body onto the forward leg as the back of the heel lifts, while the toes of that foot remain touching the floor or the ground.
4. Notice the size of your steps. Typically, small steps are recommended.
5. Clasp your hands in front of you or behind you.
6. Focus your attention on sensations you would normally ignore. Your breath, what is coming in and out of your body. What are you feeling?
7. When your mind wanders, bring it back to focusing on your sensations in the bottoms of your feet.
8. Make mindful walking a habit that you integrate into your daily life.

From The Greater Good Science Center  
[https://ggia.berkeley.edu/practice/walking\\_meditation](https://ggia.berkeley.edu/practice/walking_meditation)

Teaching Points

Mindful movement meditation may involve activities in which participants are guided to take poses or to move their bodies in extended or sustained ways. Three considerations for teaching others are listed:

1. Safety. Ensuring that participants engage in practices in ways that are safe and respectful to their body. Suggestions for keeping participants safe include:
  - a. Clear guidance on working with physical limits at the beginning of practice.
  - b. Reminders about working in safe limits for Your body.
  - c. Reminders it is OK to not do a posture or make a modification
  - d. Encourage participants to listen to the wisdom of their own body
  - e. Remind participants to not compete with themselves or others
  
2. Breath guidance. Continue to use good breath guidance instructions and reminders.
  - a. Reminders to breathe fully and freely
  - b. Guidance to relax into postures and into regions of intensity
  
3. Invite detailed awareness of moment by moment experience.
  - a. Hold postures long enough to let go within them
  - b. Rest between postures to allow for sensation of the effects of the movement
  - c. Encourage participants to explore and discover the edge between exploring, discovering, letting be, being with, among other attitudes.
  - d. Reminders to relate to the body with friendliness and enjoyment of the body
  - e. Guide participants to discover the relationship between physical experience and emotional experience.
  - f. Support participants to learning to accept physical limitations and relate in new ways to pain

Thoughts? Questions?

## Mindfulness Teaching Fundamentals

### Mindful Walking Meditation

Go to [Mindfulness Exercises.com](https://mindfulness-exercises.com/course/day-20-walking-meditation/) to the guided Mindful Walking Meditation.  
<https://mindfulness-exercises.com/course/day-20-walking-meditation/>

Follow this mindful walking meditation in your personal practice.

### Reflection Questions

Now that you have been introduced to mindful walking - give it a try for two weeks. Are you noticing a difference in your energy and sense of well-being?

As a guide to others, what are your questions about managing the pacing of a movement meditation?

What additional training or experience do you need to lead others in a movement meditation?

LESSON 11: GETTING STARTED

You do not have to be a Zen Master to be a Mindfulness Teacher. You will want to think about where you are in your learning, your setting, your students, and what you want to accomplish as a mindfulness teacher. The purpose of mindfulness is to relieve the suffering of others. Ideally, the core of all good mindfulness teaching is a heartfelt sense of compassion for people's suffering. As you enter this field of work, take the time to define your intention, your "Why".

To learn more about the importance of knowing your "Why", view this video with Simon Sinek. <https://www.youtube.com/watch?v=tF7YLGpOoz8&t=11s>

Why are you becoming a mindfulness teacher?

Getting started can be as simple as 1 – 2- 3.

1. Know Yourself
2. Know Your Context
3. Know Your Clients

Step 1. Know Yourself

Where are you in your experience with mindfulness?

How do you develop your mindfulness practice?

Step 2. Know Your Context

In what setting are you going to offer the mindfulness instruction? Is it a school? Clinic? Community education program? A wellness studio? Costs?

Establish clarity on the terms of service, costs, timelines, liabilities and mission for this work. What questions do you need to ask?

Construct an informed consent statement for your clients that explains the benefits and risks to participating in this training.

Step 3. Know Your Clients

“Who is my audience?” Is this a general population or specific group?

Selecting Participants

How are participants coming to your program? If you are in a clinical or work environment, do you have a criterion for participation in the program? How many people will you allow into the program (minimum and maximum enrollments)?

Sample Template for a Course or Program Description

Title:

Program Description:

Instructor(s):

Dates:

Times:

Location:

Cost:

Materials:

This program is intended for ... *(Describe the audience or participant, age restrictions, etc. Describe any physical requirements to participate in the course (For example, Bring a mat, etc.)*

Questions? Contact:

## Mindfulness Teaching Fundamentals

### Sample Registration Form

Program Name:

Dates:

Participant Name:

Address:

Email:

Mobile:

Phone:

How did you learn about this course or program?

Optional: Statement of Informed Consent Risks and Benefits

(Example

Mindfulness practice has been known to have the benefits of improved concentration, stress reduction, and management of mild symptoms for pain, headaches, depression, anxiety, or gastrointestinal discomfort.

The mindfulness meditation exercises may bring forth memories, emotions, experiences that may be uncomfortable. Some people may experience changes in their sleep or dreams. Seek counseling assistance if you are having negative or distressful reactions. If you are in treatment, consult with your mental health provider before beginning this course. Advise your mental health professional of changes.)

Informed Consent Signature:

Optional: Statement of commitment to attend and participate

(Example

I agree to fully attend all sessions and to participate to the full extent that I am able. I will provide advance notice of any extenuating circumstances, such as illness or transportation failure, in advance of scheduled sessions.)

Commitment Signature:

Payment Information:

2 Things to Keep in Mind to Begin Planning Your Program content

1. Select themes and content that are appropriate to your students

What are the themes and content that you will select for your population of students?

2. Developing a balance between being flexible with your students while adhering to the session curriculum

Where are the points that you anticipate you will need to be flexible as you think about the needs of your students and the curriculum content?



## Mindfulness Teaching Fundamentals

### Reflection Questions

Who is your ideal client/audience? Does your personal experience and/or professional background meet their needs?

Where will you seek mentoring or support as you move forward?

How will the preparation of the course description help you to clarify your teaching intentions?

What are your questions as you move forward?

## LESSON 12: COMMON QUESTIONS

As you prepare to become a teacher of mindfulness, you will want to anticipate the questions that will be posed by your participants. Use this lesson as a FAQ.

Where did mindfulness meditation come from?

Mindfulness practice is grounded in the rich history of Buddhist traditions. Jon Kabat-Zinn is the founder of the Mindfulness Based Stress Reduction or MBSR program. Other foundational teachers to mindfulness include Jack Kornfield, Joseph Goldman, and Sharon Salzberg. The repetitive practice of non-judgmental attention to the breath supports the development of mindfulness practice.

How do I tune out noise and distractions from within and/or the environment?

Go with it. Accept it. Do not fight the noise and distraction by attempting to tune it out. Instead, work with it. Allow it. Receive it. You may find that the mind will calm once you accept your mental restlessness.

Is it normal to experience changes in my moods, sleep, or dreams?

The changes you are observing are part of the process. The emotions and dreams may be opening up as a result of your slowing down. You may find that, over time, your mood is improving as you learn to accept your present experience. If you find yourself falling asleep when you are trying to meditate, take some shifts in your lighting or positioning to see if that helps you to stay in the moment of your meditation.

How do I connect to my breath?

Try sensing the rise and fall of the belly as you breathe. Some people find it helpful to sense into the movement of the diaphragm or chest. Others find it helpful to feel the air move in and out of the nostrils.

How do I develop and sustain a meditation practice?

Set a realistic practice time period each day of at least 10 minutes of formal practice. Many begin with guided audio. As a teacher, daily practice is ideal. Take care of your own learning by joining a community, finding your own teacher, or attending a retreat.

## Mindfulness Teaching Fundamentals

### Reflection Questions

How do you work with distractions in your mindfulness practice?

What physical sensations do you notice around your belly, chest and nostrils as you breath in and out? Are they pleasant or unpleasant?

What are your habits for sustaining your formal mindfulness practice? How might your habit be improved?

### Recommended Supplemental Reading

Jon Kabat-Zinn. Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness. Revised and Updated. 2013. New York: Bantam Books.

LESSON 13: GROUP PROCESS

As a teacher, you will need to manage the composition of the group and their interactions. This leads us to think about developing your understanding and management of group process.

Group Process

List the Pros and Cons to working with groups

Set Ground Rules

Here are sample ground rules:

1. Keep It Confidential
2. No Cross Talk and Advice Giving
3. Be Accountable
4. Make a Commitment
5. Practice at Home

What will be your ground rules?

## Mindfulness Teaching Fundamentals

### Setting Up the Group

Put this structure into place and communicate it to your students:

Group Size:

Session Length:

Norms or Ground Rules:

Attendance Policy:

### Setting and Sharing the Agenda

Always provide an agenda so that participants know what to expect.

#### Sample Agenda:

Welcome

A Brief Grounding Meditation

Class Overview - Logistics, Rules for the Group, Expectations or Reassurance

Participant Introductions

Topic or Theme Introduction

Mindful Exercise

Processing of the Exercise

Topic or Informal Practice

Group Process

Wrap Up and Homework Practice

### Group Safety

Take notes on the things you can do to communicate safety to the individual students and to the group.

## Mindfulness Teaching Fundamentals

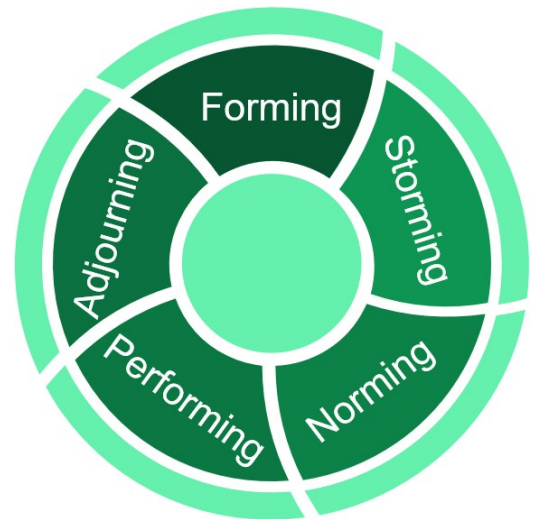
### Managing Challenging Students

Reflect on the course video and your own experiences in a group. Identify strategies you can keep in mind when you encounter challenging students.

### Group Development Stages

Take notes that define each stage for your future reference.

FORMING	
STORMING	
NORMING	
PERFORMING	
ADJOURNING	



## Mindfulness Teaching Fundamentals

Notes:

Reflection Questions

Reflect on mindfulness classes you have attended. What were the group processes that stood out to you?

What are the qualities in a group leader that you hope to embody?

LESSON 14: RELATIONAL SKILLS

Your development as a mindfulness teacher includes paying attention to your relational skills and to your embodiment of mindfulness.

Relational skills rely on the interpersonal connection between teacher and student.

Blessing

*May you awaken to the mystery of being here and enter the quiet immensity of your own presence.*

*May you have joy and peace in the temple of your senses.*

*May you receive great encouragement when new frontiers beckon.*

*May you respond to the call of your gift and find the courage to follow its path.*

*May the flame of anger free you from falsity.*

*May warmth of heart keep your presence aflame and may anxiety never linger about you.*

*May your outer dignity mirror an inner dignity of soul.*

*May you take time to celebrate the quiet miracles that seek no attention.*

*May you be consoled in the secret symmetry of your soul.*

*May you experience each day as a sacred gift woven around the heart of wonder.*

*~John O'Donohue*

How does this poem express the embodiment of mindfulness and its connection to your relational skills.



## Mindfulness Teaching Fundamentals

### Relational Skills

The developers of the Bangor, Exeter & Oxford Mindfulness-Based Interventions Teaching Assessment Criteria have identified the key relational skills to cultivate.

Take notes on each skill and consider how you may develop and embody them.

### Authenticity and Potency

### Connection and Acceptance

### Compassion and Warmth

### Curiosity and Respect

### Mutuality

## Active Listening Skills

The goal of active listening is to listen to the other and to convey to them that they are heard.

There are 5 critical skills to active listening.

### 1. Pay Attention.

Give your full attention to the speaker and pay attention to their emotional tone and body language.

### 2. Show that You Are Listening.

Nod, give eye contact, maintain an open posture.

### 3. Provide Feedback.

- Paraphrase the speaker's words. For example, "What I think I hear is..." or "Let me check that I am hearing you correctly..."
- Ask questions to clarify certain points.
- Periodically summarize the speaker's comments.

### 4. Defer judgement.

Allow the speaker to make their points. Do not interrupt with counter arguments. Welcome skepticism. Share your appreciation for their statement or question. Consider stating that their comment or question is very common and that their point of view is understandable.

### 5. Respond Appropriately.

Convey respect. Be candid, open and honest. Treat others as you would want to be treated.

Reflection Questions

What are the behaviors and gestures that make participants feel welcome?

Consider the list of relational qualities. Where do you think you need to begin in developing these qualities in your interactions?

How might you practice the use of the active listening skill of paraphrasing?

LESSON 15: MINDFULNESS EXERCISES FOR TEACHERS

Mindfulness Helps Teachers Understand Their Own Emotions Better

Teachers must balance their focus on their content with the emotions they are experiencing. Bringing mindfulness to your teaching will help you to regulate your own emotions and behaviors and ways of responding to your students.

Centering Exercise

1. Before class, take a moment to get centered.
2. Stand with your feet about shoulder width and relax your knees, don't lock them.
3. Bring your attention to a point in your abdomen about two inches below your navel and about an inch into your body.
4. Spend a few minutes focusing on this point and feeling gravity connecting your body to the Earth.

Try this exercise before teaching an exercise or class. How did this prepare you?

## Mindfulness Teaching Fundamentals

### Mindfulness Helps Teachers Manage Difficult Students

Before allowing our own emotional reactions to the student's behavior to take over, try this exercise.

1. Think about a student you find challenging.
2. Recall the last time she or he did something that made teaching difficult.
3. What emotions does the memory elicit? Do you feel annoyed? Frustrated?
4. How does your body feel? For example, are your shoulders tense? Your stomach is tight?
5. Don't try to stop the feelings or change them. Just sit with them.
6. Listen to the thoughts that come from these feelings.

Journal what comes to you and shifts with this exercise.



## Mindfulness and Wait Time

You may recall that pacing is important to effectively delivering the curriculum. It is also a tool for building your relationship with your students, communicating respect, mutuality, and bringing a present moment focus to your students.

Learn to Pause. Give wait time to allow students to think, to express and share their ideas, to process the experience.

### Three Second Wait Time Exercise

1. Explain that you will be giving everyone a few seconds to think before they respond or before you move forward.
2. Each time you do your three-second wait time, use it to mindfully take a nice, deep breath.
3. If you are standing, notice the weight of your feet on the ground.
4. Allow your awareness to broaden so that you can take in the entire class.
5. Scan the class, noticing each student. If you have called for a response from them, choose one you may not have called on much lately.
6. As the student speaks, listen mindfully and spend time considering it.

Even mindfulness teachers can experience stress. The stressors may arise from any number of things. What is important is to pause, breathe and be mindful of what is being experienced.

Take note of the times you use the Three Second Wait Time. What do you observe in yourself and your students?

## Mindfulness Teaching Fundamentals

Recommended Supplemental Reading Patricia  
A. Jennings. Mindfulness for Teachers.

### Reflection Questions

What strategies will you use to remember to integrate these exercises into your preparations for your students?

Think about ways you may connect these exercises to your active listening skills. What connections are you able to identify?

How might these exercises inform your discernment for the management of your students?

LESSON 16: EMBODIMENT OF MINDFULNESS

The concept of embodiment is evolving and presents both personal and professional meanings for you as a mindfulness teacher. Consider the concept of embodiment as presented in this video, titled *Metta Monday, Moving through Mindfulness and into Embodiment* with Rebecca Polan.

<https://www.youtube.com/watch?v=00iV2wDt85s>

Thoughts? What are your core values or attitudes?

There are two ways that you bring your embodiment into your teaching

1. Present moment focus
2. Bringing the attitudinal foundations of mindfulness to moment to moment experience.

*"Embodiment of mindfulness involves the teacher sustaining connection and responsiveness to moment by moment arising (within self, within individuals and within the group) and bringing the core attitudinal foundations of mindfulness practice to all of this."*

*~Crane, et. al, MBI-TAC*

You may recall that we learned the attitudinal foundations of mindfulness earlier in this course. To review, they are:

- Beginner's Mind
- Non-judging
- Patience
- Trust
- Non-striving
- Acceptance
- Letting Go/Letting Be



What is your evidence of bringing attitudinal foundations to your teaching?

The attitudinal foundations reside within your experience and present moment focus. Your present moment focus is evidenced by your posture, physical groundedness, steadiness, physical sense of ease, calm and alertness, rhythm, and pitch of voice tone.

Your present moment focus is found within your responses to:

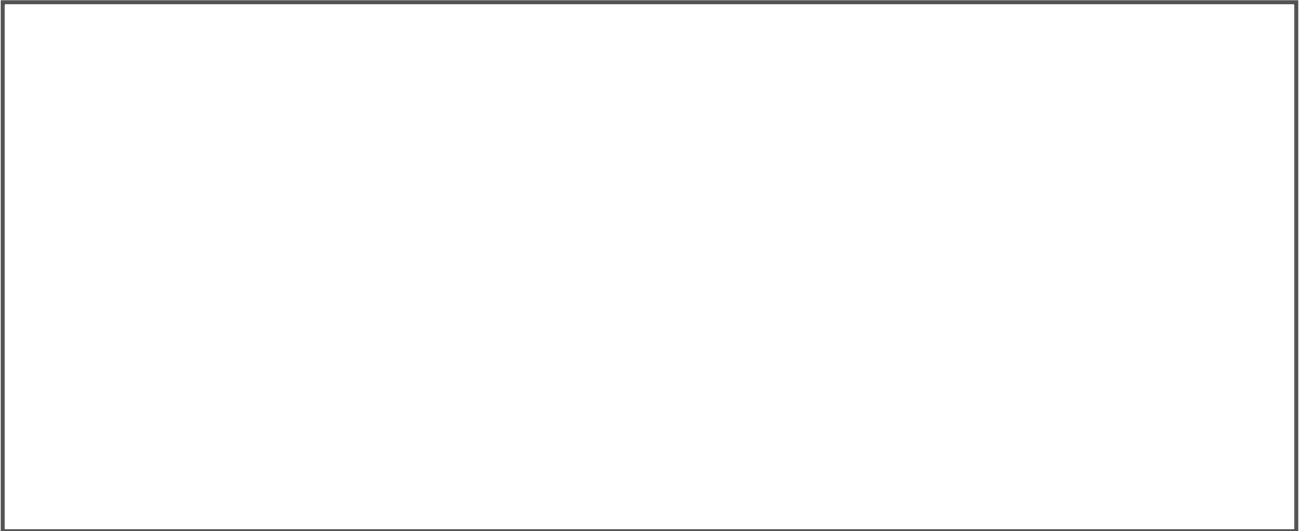
- Individuals within the group by your awareness of responsiveness to “in the moment” interpersonal issues that arise within the process
- The group as evidenced by appropriate awareness of in the moment issues arising in the group
- To the teaching process by your appropriate curriculum choices and interactive teaching.

Journal your exploration of attitudinal foundations in your embodiment of mindfulness at personal and professional levels.

## Mindfulness Teaching Fundamentals

### Reflection Questions

Practice the mindfulness exercises for teachers from the previous lesson and consider how they will help you to embody mindfulness.



What evidence will you seek to develop your embodiment of mindfulness in your teaching?



LESSON 17: GUIDING MEDITATION

In this lesson, we will be reviewing critical skills for the guidance of meditation practice.

As we explore teaching skills, consider the wisdom of Galileo...

*"You cannot teach a man anything, you can only help him find it within himself."*

*~Galileo*

What do you take from this quote?

Guiding Meditation Practice

The purpose of your meditation guidance is to:

- Support your students to recognize their mind wandering and to refocus their attention
  
- Suggest the attitudes to bring to their moment to moment experience, without judgment

Layers to Guidance

1. Language
2. Working with the Wandering Mind
3. Cultivation of Attitudes

Take notes on the layers to meditation guidance from the course video:

## Mindfulness Teaching Fundamentals

### Language

### Working with the Wandering Mind

### Cultivating Attitudes

### Observe a Guided Meditation

Go to this website and make observations of the guided meditation:

Mindfulness Meditation. Sharon Salzberg. Wisdom 2.0. 2016.  
<https://www.youtube.com/watch?v=ZAAAUuNXzOU>

Pay attention to how the speaker guides the participant through the meditation. Note the usage of language, the call for shifts in attention that keeps the listener focused on the meditation. Consider how the attitudes are cultivated throughout the process.

## Mindfulness Teaching Fundamentals

Take Notes:

### Develop Your Skills in Guiding Meditation

Identify a guided meditation of your preference and analyze the process applying the three layers of language, attention focusing and the cultivation of attitudes.

Take note of the pacing throughout the meditation.

Identify the layering of language, attitudes, and working with the wandering mind.

Practice your guidance of meditation using meditation exercises.

Record your observations, experience, and questions.

## Mindfulness Teaching Fundamentals

When guiding meditation, it's important to be attuned to your students, paying attention to subtle cues that indicate how they're doing with the practice. Trauma-sensitivity is important for guiding meditation with care.

Please read the following article and write down a few reflections in the space below. What will you incorporate into your guided meditations to make them more trauma-sensitive?

<https://mindfulness Exercises.com/10-resources-for-how-to-teach-trauma-sensitive-mindfulness/>

Reflections:

To strengthen your understanding of trauma-sensitive mindfulness, and to learn to lead others with greater care, consider registering for our 15-hour [Foundations of Trauma-Sensitive Mindfulness Certification Course](#).

LESSON 18: INQUIRY AND DIDACTIC TEACHING

We often think of teaching as “stand and deliver” in which teachers impart knowledge to others. You will be guiding your students through an interactive teaching process that has an experiential focus. You will be using inquiry to review mindfulness practice and your didactic teaching will be participatory.

Use creative metaphors to reach your students. For example, use metaphors, poems, stories, and visual images.

Inquiry

Take notes from the course video on what inquiry is NOT.

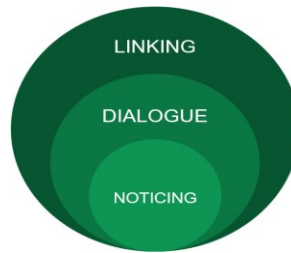
Video Example

View the video of Devin Ashwood, MBRP teacher, on the inquiry process.

<https://www.youtube.com/watch?v=-maLv7sz3bc>

What are your thoughts? Questions?

The Circles of Inquiry



Noticing - Refers to the direct noticing of experience

Dialogue - Serves the purpose of exploring the effects of bringing awareness to direct experience

Linking - Exploring how this learning relates to ways of being with inner and outer experiences in daily life.

Teaching Notes:

- Use linking to help students to see the ways their mind can become stuck into relating to experience in a particular way.
- Link their awareness to the ways in which their learning about mindfulness can be relevant to the spheres of their lives.
- Connect what they are noticing to their vulnerabilities.
- Learn to take time with each of these inquiry circles.

Notes:

Attend a mindfulness meditation class or reflect on a class you attended. Are you able to identify these inquiry circles in those sessions?



### Anchoring Inquiry

Using anchoring inquiry, the attention is brought back to direct experience.

#### Anchoring strategies

- Ask the student about body sensations during the inquiry process. Can you feel your grief in your body right now?
- Ask the student to reflect on the sensations experienced during the practice itself. Did sensations arise during the exercise?
- Ask the student at what point in the practice did they become derailed?
- Narrow the focus of the inquiry back to the intention of the exercise
- Refocus the student on the skill that was being taught. Were you able to find a phrase that was meaningful to you?

### Re-Orienting Inquiry

Sometimes it is difficult to form or maintain a connection with a student to work through the inquiry. Your task is to focus on the student. Ask yourself such questions is,

“What is most salient for this student? Where is their pain? How did you feel when you noticed that? Were you OK or was there another judgment?”

### Ending Inquiry

Keep it short. The inquiry process should only last 2 - 3 minutes. If it starts getting dragged out, it needs to be managed to avoid too much self-disclosure and keep the attention of the group.

Thoughts? Questions?

## Mindfulness Teaching Fundamentals

### Didactic Teaching

Know your content and the theoretical underpinnings. Make yourself familiar with the material you will be sharing.

Set an intention for your didactic teaching to be brief and clear, engaging of all elements of experiencing - thinking, sensing, feeling, and encourages interaction from the student's own experience.

You will want to work toward the delivery of content that has these characteristics:

- Clarity
- Brevity
- Participatory
- Playful
- Alive
- Responsive
- Use teaching aids
- Confidence

Observe classes and guided meditations and look for these characteristics. Notes:

Reflection Questions

Apply inquiry to your own meditation. Intentionally apply the circles of Notice, Dialogue and Linking. How did that impact your inquiry?

As you prepare your first lesson, study the content, agenda, and exercises you will be using. Think about your language choices that are appropriate for the theme and audience. Consider the possible experiences that students may generate in session, leaving space for them to generate unique content. Identify the appropriate teaching aids. Pay attention to the inquiry process and the didactic teaching qualities you will want to bring to the session. Make notes to support your planning and identify the evidence you will collect to assess your teaching.

Notes:

### LESSON 19: CURRICULUM, PACING, COVERAGE

Here is a tip sheet for managing the delivery of your mindfulness curriculum.

#### Curriculum

- Pick an appropriate curriculum
- Adhere to the curriculum
- Follow the lesson plans and structure of the curriculum

#### Organization

- Organize your space
- Organize your presentation and teaching aids
- Organize your time
- Get to the class early and center yourself before your students arrive

#### Coverage

- Follow your curriculum.
- Pay attention to the questions in the room to loop back to reinforce a concept.
- Don't diverge based on your preferences. Stay with the curriculum.

#### Pacing

- Pay attention to the pacing.
- Be aware of moments when the session moves too slowly or too quickly?
- Do students have time to sense, feel and think?
- Are you planning time for students to practice a home assignment?

#### Tips for Managing Sidebars and Off-Task Behaviors

It's your job to manage sidebar conversations, to keep the discussion on topic and direct participants to the agenda. Maintain an overview of the session to keep the flow on pace. Here are some tips for building effective pacing:

- We may have strayed off topic a little, let's get back to focusing on the key exploration for this session.
- Let's pause here. You raised an important point but I want to come back to it at another time.
- Do you mind stopping for a moment? You've given me lots of information already. Let's look together at what you are describing here.

## Mindfulness Teaching Fundamentals

Please summarize your experience in a few words or in a short sentence.

### Reflection Questions

What are the questions you need to ask to start planning for your mindfulness program?

How will you rehearse the scripts of your curriculum to be prepared to manage the content and pacing in session with your students?

What do you need to do to get organized for the sessions?

LESSON 20: SELF-ASSESSMENT

Developing the skills to become a mindfulness teacher requires a continual process of self-assessment. A thoughtful teacher should leave the session with questions as to the quality and efficacy of the session. Without objective criteria, it can be difficult for the mindfulness teacher to gauge their practice and progress as a teacher.

We now have research on the teaching of mindfulness that provides clarity as to the critical aspects of the teaching process and levels of competence. This research was used by a team to author the Bangor, Exeter & Oxford Mindfulness-Based Interventions Teaching Assessment Criteria. You may download it and visit it often to study the criteria to check your development as a mindfulness teacher.

Go to: <https://mbitac.bangor.ac.uk/mbitac-tool.php.en>

Why Assess?

The purpose of assessment is to improve learning – your learning, as a teacher of mindfulness. An assessment is a tool for supporting learners to achieve their goals. A quality assessment clarifies the purpose of the learning and shapes next steps in the learning process.

*“Self-evaluation directs us to prepare our next performance from the past and today’s experiences.”*

*~Auliq Ice*

Identify the ways you may use a self-assessment to improve your teaching.

## Mindfulness Teaching Fundamentals

### Levels of Competence

Treat a competence rating as feedback that can serve as a marker of your progress.

*"To be a teacher in the right sense is to be a learner. I am not a teacher, only a fellow student."*

*~Soren Kierkegaard*

There are six developmental stages defined as levels of competence. A beginner or advanced beginner teacher should be working with a mentor. Once a teacher is competent, they may train on their own. The advanced level is typically for teacher trainers. It is common to be stronger in some areas than others.

Let us review these levels of competence together.

Competence Band	Description of Evidence of Competence
Incompetent	Absence of key features, or highly inappropriate performance
Beginner	Aspects of competence demonstrated but significant problems evident
Advanced Beginner	Evidence of some competence, but numerous problems and lack of consistency
Competent	Competent, with some problems and/or inconsistencies
Proficient	Sustained competence demonstrated with few or minor problems and/or inconsistencies
Advanced	Excellent teaching practice, or very good even in the face of participant difficulties

### Six Domains of Mindfulness Teaching Criteria

The six domains of mindfulness teaching assessment criteria are comprehensive in depicting the critical features to a teaching session. Begin the development of your self-assessment with the probing question that accompanies each domain.

#### Domain 1: Coverage, Pacing, Organization of the Session Curriculum

A teaching session must have a curriculum that is appropriate for the participants. It is the responsibility of the teacher to be organized, adhere to the themes and content of the session and to ensure the session has a flow or pacing that is optimal for student learning.

- ❑ *Did I provide a well-paced and organized curriculum in this session?*

#### Domain 2: Relational Skills

The effective teacher has the relational and interpersonal skills that conveys their authenticity and communicates acceptance, compassion and warmth to their students. The teacher displays an interest in students that encourages their curiosity and builds a climate of mutuality.

- ❑ *Am I actively listening to participants and authentic in my relationship with them?*

#### Domain 3: Embodiment of Mindfulness

Your embodiment of mindfulness in your teaching will evolve from your commitment to your own mindfulness practice. The teacher who embodies mindfulness is able to maintain a present moment focus and responsiveness with a calm alertness.

- ❑ *Am I being mindful during my teaching?*

#### Domain 4: Guiding Mindfulness Practices

This domain has three key features

1. Language is clear, precise, accurate and accessible whilst conveying spaciousness
2. The teacher guides the practice in a way which makes the key learning for each practice available to participants
3. The particular elements to consider when guiding each practice are appropriately present

- ❑ *Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?*



## Mindfulness Teaching Fundamentals

### Domain 5: Conveying Course Themes Through Interactive Inquiry and Didactic Teaching

The skillful teacher links teaching themes to the participants' direct experience, using inquiry processes to deepen and expand understanding. Teaching skills include being familiar and confident with your knowledge of material and having skills to convey learning and content in a responsive and participatory manner.

- ō How well am I using inquiry to make connections between participant experience and the themes of the teaching session?*
- ō How would I rate my confidence and competence in my knowledge and skill in conveying this material to participants?*

### Domain 6: Facilitating the Group Learning Environment

The development and facilitation of group processes can be complex. The teacher must establish the norms for behavior and confidentiality while making participants feel safe to take risks. There are stages to group processes that must be managed from beginnings, to difficulties to endings. Simultaneously, as a teacher of mindfulness, the learning environment must move the group from personal to universals of our shared humanity while holding an authority that does not impose values on participants.

- ō Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?*

### Notes

### Assessing Your Skills as a Mindfulness Teacher

Here are some tips for identifying sources of evidence for your self-assessment

- Observe and record feedback from participants
- Journal your inner thoughts and experiences that occurred in the session
- Review your planning, resources, and organization of the session
- Record the session
- Ask an experienced teacher or critical friend to attend the session and take notes
- Immediately following the session, take notes to review later
- Put a pin in something that you are working on as a focal point for collecting evidence
- Set an objective for what you are working on improving and define the attributes you will demonstrate, then check for them in your self-assessment
- Connect with other mindfulness teachers on specific skills within the domains

### Mindfulness Teaching Self-Assessment Rubric

On the following page, you will find copies of the Mindfulness Teaching Self-Assessment Rubric. You will also find a copy of this at the link below, which you can download as a separate document: <https://teach.mindfulness Exercises.com/course/instructions-application-for-certificate-of-completion/>

Directions: Use this rubric to record your evidence, identify your strengths and learning needs and rate your level of competence in each domain. You don't have to do it all at once. Maybe just pick one domain or one aspect that you are going to work on. Set little goals for yourself.

Use this tool to document your teaching experiences, collect evidence of your performance as a teacher and to assess the development of your competencies as a mindfulness teacher.

For completion of this course, you will need to submit one form for each of the seven identified meditation types, each with a rating of Competent, Proficient or Advanced across the six domains.

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFULNESS OF BREATHING**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFULNESS OF BREATHING**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFULNESS OF BREATHING**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**BODY SCAN**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**BODY SCAN**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced



MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**BODY SCAN**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**FOCUSED ATTENTION AND OPEN AWARENESS**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**FOCUSED ATTENTION AND OPEN AWARENESS**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**FOCUSED ATTENTION AND OPEN AWARENESS**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**JUST LIKE ME**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**JUST LIKE ME**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**JUST LIKE ME**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**LOVING-KINDNESS EXERCISE**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced



Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**LOVING-KINDNESS EXERCISE**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**LOVING-KINDNESS EXERCISE**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL EATING**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL EATING**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL EATING**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL WALKING**

<b>DOMAIN</b>	Coverage, Pacing, Organization of Curriculum
<b>PROBING QUESTION</b>	Did I provide a well-paced and organized curriculum in this session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Relational Skills
<b>PROBING QUESTION</b>	Am I actively listening to participants and authentic in my relationship with them?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL WALKING**

<b>DOMAIN</b>	Embodiment of Mindfulness
<b>PROBING QUESTION</b>	Am I being mindful during my teaching?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Guiding Mindfulness Practices
<b>PROBING QUESTION</b>	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL WALKING**

<b>DOMAIN</b>	Interactive Inquiry and Didactic Teaching
<b>PROBING QUESTION</b>	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

\*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced



### How to Determine Your Competency Rating

Before you begin your meditation teaching, identify the potential sources of evidence that you will use to determine your competency rating. These sources may include:

- Audio or video recording (with informed consent of participants)
- Observations of the reactions and comments of participants
- Observations of your personal thoughts during the meditation guidance
- Feedback from participants or a mentor or coach, if one is available to you
- Debriefing notes that you take immediately following the session

When you have completed the meditation guidance sessions for each exercise, review your evidence relative to the key features of guiding meditation practice. Use the MBI:TAC resources to determine your rating.

## List of Videos

### Lesson 1. What Is Mindfulness?

Experiencing Mindfulness with the Raisin Exercise. January 4, 2019. The Will to Heal Project.

<https://www.youtube.com/watch?v=5YkjoXuCfWY>.

### Lesson 2: Research on Mindfulness

The Science Behind Mindfulness Meditation. Jul 20, 2016. UpRising UK.

<https://www.youtube.com/watch?v=VTA0j8FfCvs>.

### Lesson 3. Attitudinal Foundations

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