

Session 3

MINDFULNESS OF EMOTIONS

Topic Overview

In Session 2, we touched on the pleasant and unpleasant emotions that might arise during a meditation, particularly one like a body scan. Here in Session 3, we are going to lead students in developing their mindfulness practice to include welcoming all emotions. They'll do this by building emotional awareness, naming emotions, managing emotions, and trying several practices that will encourage open awareness and neutral observation of their feelings.

One of our most important goals is to help students understand that emotions are normal and necessary, and to not be feared. The other main goal of the session is to show students that emotional awareness can be empowering, helping us separate how we feel from who we are and thereby finding greater balance and freedom.

Just as with the material in Session 2: Mindfulness of the Body, delving into emotions may elicit many different responses from students. Some may already be equipped with a broad emotional vocabulary and be practiced in emotional self-reflection. Others may be encountering these ideas and practices for the first time. Stay aware of your personal and professional boundaries and capacities to help students encountering unpleasant emotions or processing difficulties. In Part 4 of this guide, you will find a list of nation-wide mental health resources for you and your students.






Student Goals

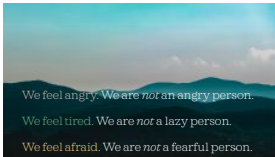
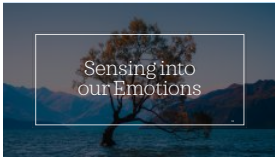
- Define and understand "emotional awareness"
- Complete a short emotional meditation practice
- Complete a longer emotional body scan
- Complete a guided self-awareness journal exercise
- Define and understand "self-management"
- Complete a self-management guided practice


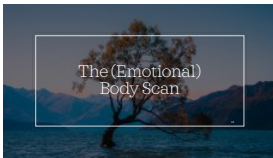
Teacher Goals

- Lead class and guided meditations with openness, silence, and focus on process
- Provide an expanded vocabulary for students to name a wide range of emotions
- Watch for triggers or emotional distress and provide appropriate resources
- Balance the attention on the class, individuals, script, and your own meditative consciousness

Lesson Script

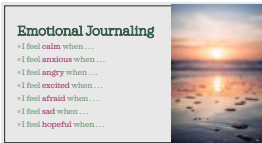
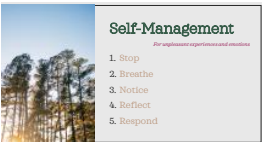
Slide	Script	Min.
	Welcome arriving students, check names and paperwork, set a tone of calm and invitation.	0
 <div data-bbox="423 489 542 627"> Emotion (n): a psychological response to stimuli in the body and brain. </div>	Today, we are going to dive into the mindfulness of emotions. We'll start by defining an emotion. We all <i>feel</i> , sometimes lightly and sometimes deeply, but we don't often consider emotions in this way: <i>a psychological response to stimuli in the body and brain.</i>	1
 <div data-bbox="384 934 542 1073"> Emotions are... <ul style="list-style-type: none"> • Activated by stimuli • Responses to the body and mind • Part of the whole self • Normal and necessary </div>	<p>Emotions, in other words, are activated. They are our responses to our environment-sounds, sights, someone's words, touch, the smell of food, the time of an important appointment. And emotions are responses to our own bodies and minds. A memory surfacing, a realization that we're late, a flush of heat.</p> <p>Emotions are part of us. Think about this in two ways: they belong to and are part of our whole selves. And they are just <i>one part</i> of our whole being.</p> <p>Often, we rush to judge or fix our emotions, rather than sit with them, observe them, welcome them. These are important because emotions are normal and necessary; emotions give us important information; and emotions are necessary for decision-making.</p> <p>Consider these examples:</p> <ul style="list-style-type: none"> • A location elicits our fear. This information is important to helping us decide whether to stay or go. • Someone's words elicit anger. This is important information about our boundaries and sense of fairness. • An activity fills us with joy. This is important information about our time, resources, and energy. 	2
	<p>Let's try a quick exercise. Look at the following images and write down how they make you feel. Go with your first instinct. (See the feelings and emotions worksheets from Session 3 of the Student Workbook for a reference list of words.)</p> <p>[Click through the next 4 slides and allow students 10 seconds to write down an emotion after each. Encourage students to share their responses for about 3 minutes.]</p>	
 <div data-bbox="423 1686 542 1827"> How do we live mindfully of our emotions, <i>without</i> allowing them to overwhelm or dictate? </div>	<p>Environmental stimuli can be very strong, eliciting or triggering strong emotions in us, which can sometimes linger or trigger other emotions too.</p> <p>The question is, how do we live mindfully of our emotions, without allowing them to overwhelm or dictate?</p>	


	<p>Mindfulness of emotions is <i>emotional awareness</i>. With practice, we can become capable of noticing emotions, naming them, being curious about them, and learning from them.</p> <p>When we stay open and aware of our emotions, something remarkable happens: we see emotions as what we feel and not who we are.</p> <p>We feel angry; we are not an angry person. We feel tired; we are not a lazy person. We feel afraid; we are not a fearful person.</p> <p>This distinction takes emotions from defining who we are to simply being part of our human experience. Importantly, we come to understand that emotions do not stay with us forever. They pass through our minds and bodies like clouds, like air, like fair or stormy weather.</p> <p>This is what can lead to greater freedom and balance. Feelings are normal and acceptable parts of us that are not permanent. Like soreness after a workout or chills during a fever, emotions are telling us something and we have to power to respond. We can apply ice and rest sore muscles. We can treat a fever and heal. All emotions, pleasant and unpleasant, can be seen as valuable.</p>	3
	<p>Let's move into a practice. We'll sense into the body and bring awareness to emotions. We'll visualize emotions and understand them with their physical sensations and thought patterns. When we mindfully tune into emotional experience, we can begin to separate ourselves from its power.</p> <p>Find a comfortable position of attention and relaxation. Allow the eyes to close or focus softly ahead. Adjustments can be made at any time during the practice.</p> <p>Take a few moments to examine the body and what is present. Take several deep, grounding breaths. [Pause]</p> <p>Bring to mind a recent experience of joy or happiness. Try to recall as many details as you can about this event. Visualize the experience, and give it space to be present in the mind and body. [Pause] Continue breathing deeply. [Pause]</p> <p>As this emotional experience is present in the attention, investigate it closely. What is this joy? [Pause]</p> <p>Notice the feelings in the body. Perhaps the shoulders are relaxing. Perhaps the breaths are deepening, the chest is filled with warmth. There's nothing anyone should or should not be feeling. Simply recognize the experience of joy. Tune in to the mental state that accompanies this physical sensation. [Pause]</p> <p>As you rest with the memory of joy, what is happening in the mind? Notice if it is calm, active, agitated, or at ease. There isn't</p>	10

	<p>a right or wrong answer. Familiarize yourself with the experience of joy. [Pause]</p> <p>Now, recall a recent experience that was unpleasant. It may be a time of stress, anxiety, frustration, or sadness. Start with something slightly unpleasant, not powerfully charged. Investigate this experience in both mind and body, resting with each for a few minutes. [Pause]</p> <p>Notice the feelings in the body. Is there tension or pain? Where is it located? Is it hot or cold? Where? [Pause]</p> <p>Again, there are no right or wrong sensations or feelings. Simply recognize where an unpleasant experience goes in your body. Tune in to the mental state that accompanies this physical sensation. [Pause]</p> <p>Paying attention to this unpleasant emotion, notice what is happening in the mind. What are the thoughts? Notice this experience. [Pause]</p> <p>Let's return to the body and the breath now. Breathe deeply in then out. Feel the feet on the floor. Feel the body seated in the chair. Feel the breath flowing. When ready, open the eyes.</p>	
	<p>Let's reflect on that practice with the questions on the screen. You can write your answers or just hold them in your mind.</p> <p>[Allow 1-2 minutes for individual answers and reflection, then invite students to share and discuss for 3 minutes.]</p>	5
	<p>That first practice allowed us to lead with our memories and the emotions associated with those memories. Now, let's practice an emotionally focused body scan focused on noticing what emotions simply arise when we bring the awareness to different body parts. We want to practice awareness and labeling of emotions in the body.</p> <p>As always, participate as fully as you can with your comfort and safety as priorities. Feel free to pause your practice, shift your position, or take a break at any time.</p> <p>Find a comfortable seat. Hold the spine upright in a tall, neutral position. Take a moment to inhale the shoulders up to the ears, and then with a sigh out, release the shoulders down and back.</p> <p>Soften the belly, soften the thighs, and let your lower spine drop a little more into the seat of the chair.</p> <p>Notice what's speaking in the body right now. Adjust if you need to, allow the body to settle in and get quiet.</p> <p>Once settled, close the eyes, breathe slowly and quietly in and out. [Pause]</p> <p>Follow the awareness of the breath inward, toward the body.</p>	15

	<p>Nothing to do other than to notice the breath and the body itself. Let that thought help settle the body and mind further, with greater patience. [Pause]</p> <p>In this quiet and stillness, guide the attention to the feet. Open the attention to sensations in the feet. The toes, instep, arches, heels, and ankles. What is pleasant, unpleasant, neutral? Notice, too, the absence of sensation. [Pause]</p> <p>Whatever accompanying emotion arises, label it, and then move on. [Pause]</p> <p>Notice sensation in the lower legs. Pleasant, unpleasant, or neutral sensation in the calves, shins, or knees. Feel into the lower legs, label the emotions. They are part of the body. They are welcome. [Pause]</p> <p>And then the upper legs. Neutral, pleasant or unpleasant in the thighs, hamstrings, sits bones, and pelvis. Label the emotions. [Pause]</p> <p>Bring the attention to the belly, waist, low back. Notice what is neutral, pleasant, or unpleasant. Find a label for the feeling and the place in the body. [Pause]</p> <p>Feel into the ribs, mid-back, chest. In what ways is the body speaking? And what is the quality of what it has to say? Pleasant, unpleasant, neither? [Pause]</p> <p>Listening now to the upper back, the shoulders, and all the way down into the upper arms, the elbows, lower arms, wrists and hands. Pleasant, unpleasant or neutral? [Pause]</p> <p>Notice in the neck, the throat, chin, jaw, mouth and nose, eyes and ears. Notice the whole head and face. Where and what are the sensations and feelings. Pleasant, unpleasant or neutral? [Pause]</p> <p>Having scanned through the whole body, choose now the one place in which the body is speaking the loudest. Maybe there are several areas asking for attention but choose one. [Pause]</p> <p>Settle the attention on that one area, or that one emotion. Is it pleasant, unpleasant, or neutral? Label it. Stay here and explore. [Pause]</p> <p>Move towards the sensation with curiosity. Turn further inward. Towards its source. Is the source of the sensation in your body? Or in the mind? [Pause]</p> <p>Is it moving? If it's moving, what's moving? The physical sensation, or your awareness of it? [Pause]</p> <p>Is it changing? Can you pin it down? [Pause]</p> <p>Can we separate into parts the sensation, the awareness of the</p>	
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	<p>sensation, and the label given of neutral, unpleasant, or pleasant? [Pause]</p> <p>Remain with awareness in this spot right here, for five more slow steady cycles of breath. [Pause for five breaths]</p> <p>Notice the space between the physical sensation and the awareness of it. [Pause]</p> <p>Notice the space between awareness of the sensation, and the label, pleasant, unpleasant or neutral. [Pause]</p> <p>Remain right here, noticing what's arising in this one spot and what is changing. Is it better or worse? Any change to pleasant or unpleasant? What is different? Nothing? Everything? There are no right or wrong answers, your experience is your own. [Pause]</p> <p>Stay for five more slow, steady cycles of breath. Five breaths in, and five breaths out. [Pause]</p> <p>Now, release the focus on this one spot. Come back to awareness of the breath, and the body as a whole. Notice the attention and presence here, seated. Nothing to do but be still in the body, with the breath. [Pause]</p> <p>Return to grounding, the feet on the floor, the body seated. The body, the breath, even here in this stillness, in flux, in motion. The body breathing itself. The breath moving the body.</p> <p>All of it changing. All of it with equal potential to inspire awe. All of it with equal potential to feel. When ready, open the eyes.</p>	
	<p>Thank you for entering that practice. Let's spend a moment reflecting on the sensations, emotions, and changes we might have experienced. Write your answers to the questions on the screen, or simply reflect on them.</p> <p>[Allow for 1-2 minutes of writing or reflection, then ask students to turn and share their reflections with a partner for 3 minutes. Then, call the class together and ask if anyone is willing to share with the large group for up to 3 minutes.]</p> <p>Announce the break length, time to return, location of water and restrooms.]</p>	8
	<p>Break/Transition</p> <p>5-10 minutes, <i>depending on the conditions of the class</i></p>	

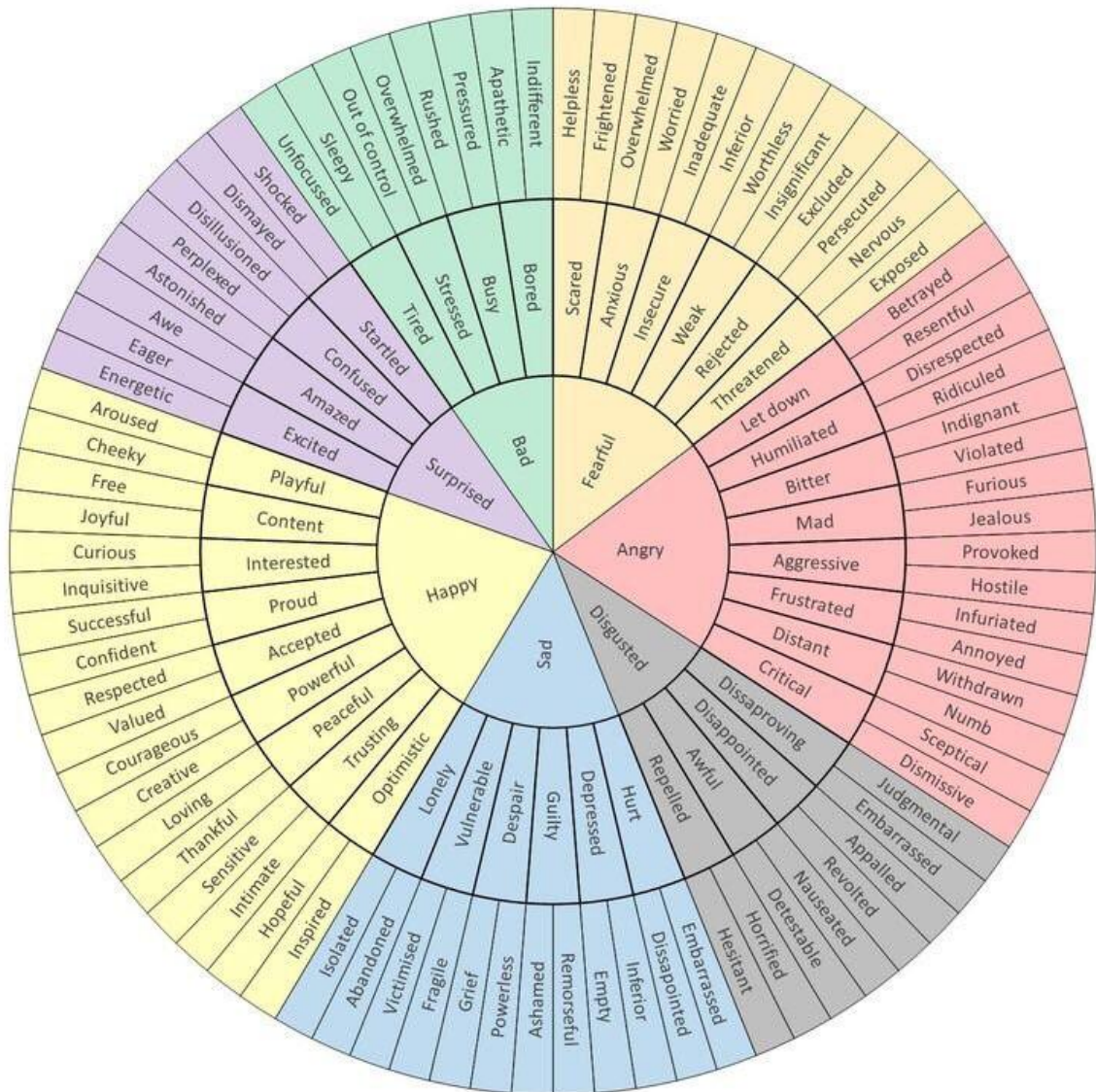
	<p>Welcome back. We'll approach emotional awareness now with some journaling. Let the thoughts flow onto the page, open up a channel into the emotions and take notice of what comes up. This will be completely private, a communication between you and yourself. Write with honesty and vulnerability, which can be great teachers.</p> <p>[Click through the emotional journal prompts, allowing 1 minute for responding to each.]</p> <p>Journaling is one step toward naming our emotions and observing them without being overrun by them. We can hold our emotions with curiosity and compassion, with eagerness to learn from them and the power to change them.</p>	6
	<p>Let's move into a practice that will help us self-manage. This is the next step after labeling and noticing-what we do in response to our emotions, how we welcome them, quiet them, bring them to a place where they are not overwhelming.</p> <p>This practice will bring the attention to difficult emotions in order to experience being with them and then taking steps to effectively manage them.</p> <p>Safety is our priority. When asked to think about and sense into an event and emotion, we are not being asked to relive the unpleasant. We are not being asked to deliberately trigger ourselves. Be aware of your boundaries and capacity in this moment.</p> <p>Our goal is to practice with a real, but manageable event and emotion, to learn and then walk through the steps of managing them. This is how we learn to manage the next unpleasant event, the next unpleasant emotion.</p> <p>Bring the attention to an unpleasant event and associated emotion. Choose something around a 6 on a scale of 1 to 10, with 1 being pleasant and 10 being terribly unpleasant. Choose something genuinely frustrating, something that requires attention, care, and release. Do not choose anything traumatic for this practice.</p> <p>When we move through the practice, we will manage the unpleasant in the following ways:</p> <ol style="list-style-type: none"> 1. Stop 2. Breathe 3. Notice 4. Reflect 5. Respond <p>This practice provides the choice to go from emotional reactivity to conscious responses. In self-management, we are able to navigate challenges with more skill.</p>	3

	<p>Now, let's enter into the practice. Start with a few deep breaths. Bring gentle awareness to the breathing. Bring awareness to the body and the breath. [Pause]</p> <p>Bring to mind the unpleasant experience you thought of earlier. Remind yourself of the time and place of the experience. Recall who was with you and what happened. Allow the experience to unfold slowly and gently in the mind. Notice what happened as an observer. Allow recall of the entire experience, from beginning to end. [Pause]</p> <p>Now, enter into the response strategy. Play back the experience from the beginning. When the most unpleasant part of the experience approaches, hit pause. Stop there. [Pause]</p> <p>Bring the attention back to the breath. Breathe deeply in and out. [Pause]</p> <p>We can repeat the playback and the pause, choosing the best moment to stop the playback and return attention to the breath and the body. [Pause] We can determine the triggering moment and when to pause and breathe.</p> <p>Notice now, what does the unpleasant emotion feel like in the body? Where is it located? Find it. Label it. Breathe. [Pause]</p> <p>The pause button is still active. The scene is still. Now, reflect. Enter the other person's shoes and see the paused scene out of their eyes. Say to the self, "Everybody wants to be happy. Everyone is trying their best."</p> <p>Without judging it to be right or wrong, just bring this additional perspective into the situation. [Pause]</p> <p>Now bring to mind the response for a positive outcome. We may not have actually done this, but imagine now the kindest, most positive response possible. Let it play out. Notice the responses of others. [Pause]</p> <p>From the beginning, we will replay the experience in the mind, and practice everything together.</p> <p>Bring the attention to the beginning of the unpleasant experience and recall the events leading up to the crux. [Pause]</p> <p>Pause at the moment of the crux of unpleasantness. [Pause] Bring the attention to the breath. Breathe deeply in and out. [Pause]</p> <p>Notice the sensations in the body. Notice where, notice what. [Pause]</p> <p>Consider the perspective of the other person or persons. Consider their desire for happiness. [Pause]</p>	15
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	<p>Consider the possible responses. Either what actually happened or another possibility that feels right. [Pause]</p> <p>Now, allow the rest of the experience to play out. Choose either to let actual events unfold, or a more positive response. Notice how the experience ends. Notice the sensations and emotions in the body. [Pause]</p> <p>Returning to grounding now. Bring the awareness back to the breath. [Pause] If you are still experiencing strong emotion, make a tight fist with the hand, holding any of residual emotion there. Slowly open the fingers and let go of that energy. Place your hand over the heart. [Pause]</p> <p>Bring the attention back to the breath. Back to the feet on the floor and the body in the chair. Breathe deeply. [Pause]</p> <p>When ready, fully open the eyes and return attention to the room.</p> <p>[Allow for 2 minutes of quiet personal reflection on the practice.]</p>	
 <p>Closing Notes</p> <ul style="list-style-type: none"> • Review Workbook practices for this week • Share emotion to us TIME/DATE/LOCATION • Final announcements 	<p>Thank you for that practice and all our attention on emotions and self-management.</p> <p>[Introduce the week's homework practices, answer any final questions.]</p>	1
 <p>With each other and ourselves well. CLOSING</p>		

Emotions Worksheets

Feelings and Emotions Wheel



Common Words For Physical Sensations

Tender
 aglow
 cozy
 melting
 moved
 tender
 touched
 warm

Scared
 cold
 dark
 shaky
 shivery
 sweaty
 Trembling

Shame/depressed
 draining
 alone
 contracted
 cut-off
 disappearing
 disconnected
 empty
 frozen
 heavy
 hiding
 icy
 imploding
 imploding
 small

Angry
 burning
 clenched
 constricted
 dense
 energized
 explosive
 fiery
 hot
 impulsive
 knotted
 red hot
 rush

Anxiety
 dizzy
 fluttery
 nauseous
 pit in stomach
 queasy
 spacey
 tingling
 twitchy

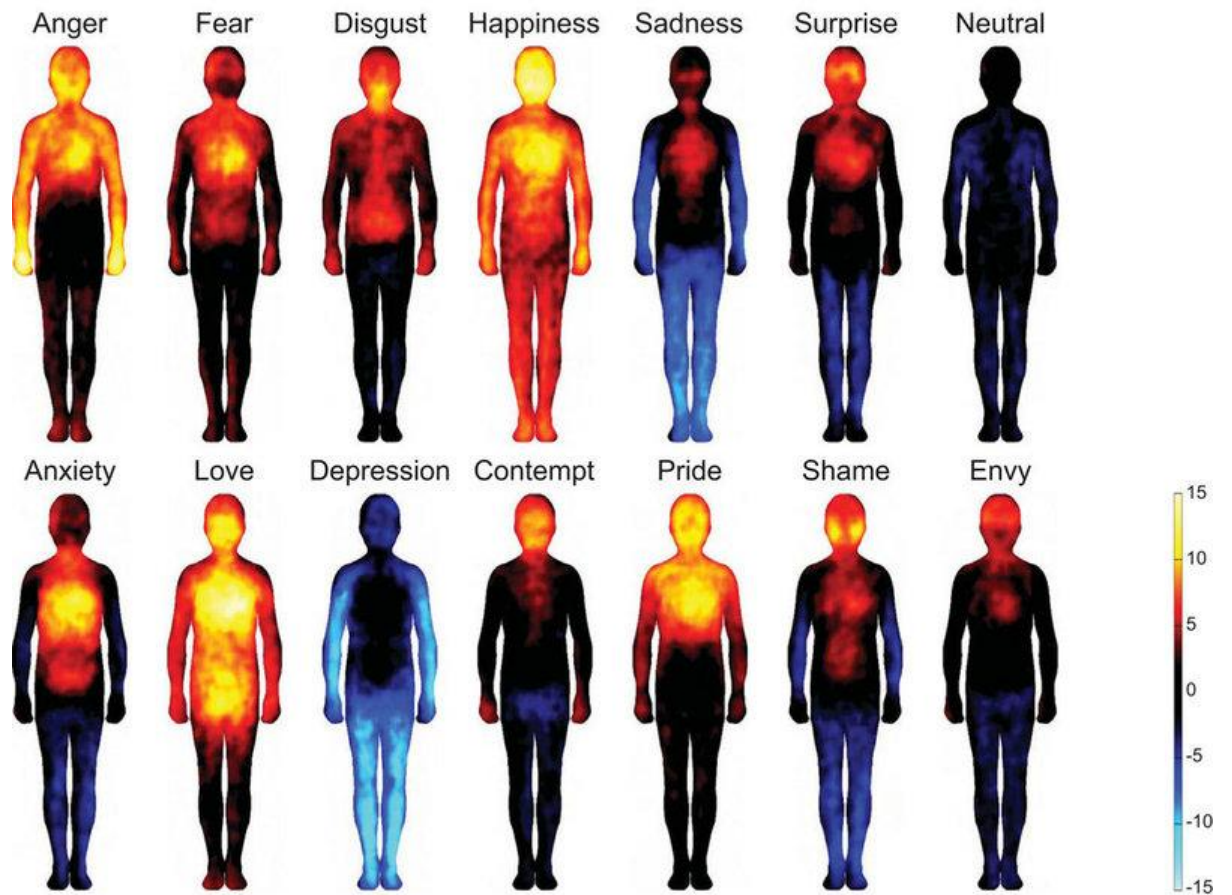
Vulnerable/Hurt
 achy
 bruised
 cutting
 open
 piercing
 prickly
 raw
 searing
 sensitive
 sore
 wobbly

Sad
 heavy
 alone
 blue
 burdened
 down
 empty
 hole
 hollow
 untethered
 weighted

Constricted
 armored
 blocked
 clenched
 closed
 cold
 congested
 constricted
 contracted
 cool
 knotted
 numb
 stuck
 suffocated
 tense
 thick
 throbbing
 tight
 wooden

Energized
 activated
 breathless
 bubbly
 buzzy
 electric
 energized
 floating
 fluid
 itchy
 nervy
 pounding
 radiating
 referring
 shimmering
 streaming
 tingling
 twitchy
Openhearted
 airy
 alive
 awake
 expanded
 expansive
 flowing
 full
 light
 open
 relaxed
 releasing
 shimmering
 smooth
 spacious
 still
 vital

Map of Emotions



List of Sensation Words

- Calm
- Energized
- Smooth
- Streaming
- Warm
- Cool
- Relaxed
- Open
- Light
- Spacious
- Airy
- Releasing
- Expanded
- Expansive
- Flowing
- Floating
- Fluid
- Draining
- Tense
- Tight
- Constricted
- Clenched
- Knotted
- Hot
- Full
- Sweaty
- Wooden
- Congested
- Dull
- Dense
- Frozen
- Icy
- Disconnected
- Thick
- Blocked
- Contracted
- Heavy
- Suffocated
- Cold
- Numb
- Closed
- Dark
- Hollow
- Empty
- Tender
- Sensitive
- Bruised
- Achy
- Sore
- Tense
- Tight
- Nauseous
- Shaky
- Trembly
- Throbbing
- Pounding
- Fluttery
- Shivery
- Queasy
- Wobbly
- Bubbly
- Dizzy
- Spacey
- Breathless
- Prickly
- Electric
- Tingling
- Nervy
- Twitchy
- Burning
- Radiating
- Referring
- Buzzy
- Itchy

Assessment

Student	P	D	NI
Entered guided practices able to fully engage and participate. <i>Notes:</i>			
Expanded the vocabulary of emotions to accurately label their feelings.			
Were able to manage strong or unpleasant emotions or ask for help when needed.			
Teacher	P	D	NI
Facilitated safe practices of mindfulness of the body.			
Conveyed slide information at an appropriate pace and answered questions adeptly.			
Guided today's practices with attention on the group, individuals, the script, and your own meditative consciousness.			

P = Proficient. Attempted and completed with demonstrated mastery, success, ability, or required skill.

D = Developing. Attempted with strong effort and partially demonstrated mastery or success. The basic concept is understood, and the individual requires minimal/some additional coaching or practice to enhance ability, develop skill, and achieve mastery.

NI = Needs Improvement. Attempted with partial or incomplete understanding of the basic concept. Additional instruction, repetition, research, discussion, coaching, and/or practice is required to strengthen understanding, promote ability, confer skills, and/or approach mastery.

Journal

Session 3 reflections, questions, and thoughts.

Teaching

Students

Practice

Other