

Foundations for Well-being • Locating Practices • Tools for Transitioning • Your 'Felt Sense'

(These are examples of possible locating practices. Perfect to do in groups.)

Coming to Your Senses • Developing Sensory Intelligence

Sound Attention: Ring a bell and ask people to raise their hand when the sound stops. Do that several times.

Visual Attention: Do a simple two-handed shape and ask the group to move with you, follow you. For example move up and down, in a comfortable range, slowly, with both arms, as if you were lifting something, the pressing it down. Do this slowly, gently, repeatedly as you look at the group with an easy smile. If you change the shape, warn the group, "Now I'll change shapes." The goal is to be predictable and easy. Note the change in the feeling in the group. This is the kind of activity that helps someone shift from stress and fear to calm. Activity with a long slow exhale can do the same thing.

Felt Sense: Take a moment and very simply look at the scene before you. Do you see anything you haven't noticed before? Gently listen to the symphony of sound in this space.

How awake are you? How tired?

Notice the sense of the earth coming up under you to support you, the feeling of the chair, the ground. What is your state of being? Alert, bored, annoyed, interested? If you give your state of being a name like happy where do you feel the happiness? Indicate with your hands where you feel the sensation of your state of being.

Do you know what anxious feels like? Where do you feel it? Notice we have a word – anxious. This is a concept. The feeling of anxious, the experience of anxious is in your being. It is a sensation. Can you describe it?

As you receive the information of your sensations explore finding descriptive words for these sensations beyond easy and tense. How about: bubbly, light, dark, rigid, fluid, tingly, grinding. Develop your sensory vocabulary is a powerful tool toward sensory intelligence and navigating life.

Theory interlude: When you started seeing the space, listening to sounds, you were perceiving the world around you. The head is the limb for perception. It is like a periscope giving you lots of information about the world around you.

There are lots and lots of other senses. These are dispersed throughout your body. They tell you about how you, your internal balance, your hunger or temperature, your balance. They give you your feelings. They give you the sensations of how you interpret the world around you at every moment. Dr. Bud Craig calls this 'interoceptive awareness' Dr. Eugene Gendlin, 50 years ago called this our 'felt sense'.

When you recognize and name these sensations you develop more access and facility with your 'felt sense', your 'interoceptive awareness', your ability to navigate life. This ability is the foundation upon which all the other exercises and experiences in the Language of Wholeness stand.

You perceive the world, interpret it and then get sensations of your response to the world. These sensations are your feelings. This ability to perceive, interpret and respond is an ancient and foundational ability. It is in every cell in your body and every living cell everywhere. It is a fundamental information source.

Here I Am Sequence or Anchoring in Yourself in the world as you are, as it is.
Transitioning from one activity to the next and choosing how to step into the next.

There are 3 aspects to this sequence:

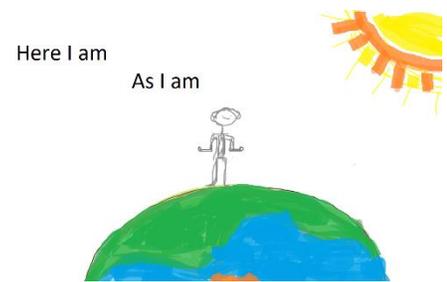
M - A gestural movement, W- words and F-focus for your attention.

Everyone stands. You can lead and they follow one gesture/phrase at a time.

1. M. Lightly stamp right foot while doing gesture of putting down a staff and say first phrase. Repeat movement with left saying second phrase.

W. "Here I am, as I am."

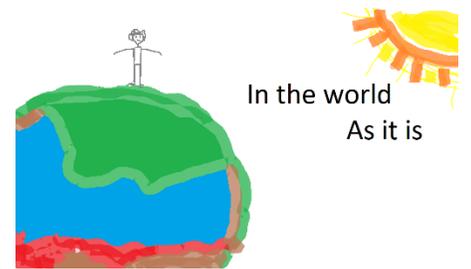
F. Feel your presence on the ground in the moment with each movement and the words.



2. M. Open horizontal circle with 1st right then left arm saying 1st phrase with right and 2nd phrase with left.

W. "In the world, as it is"

F. See/ feel/hear the world around you.



3. M. Hands together.

W. "Supported by the planet."

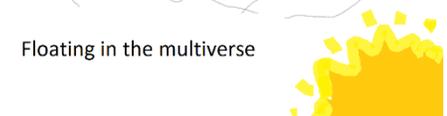
F. Sense the same pressure between your hands as you do the pressure between you and the earth under your feet.



4. M. Open arms up over your head like touching the sky..

W. "Floating in the multiverse".

F. See your self from the perspective of the moon, standing on the earth, under the earth. Imagine all time past and future



5. M. Prayer hands to level of forehead or open beside your head.
W. "Awake"
F. Sense an alert glow between your eyes.



6. M. Prayer hands to heart level.
W. "to my state of being."
F. Feel your current state of being, sensations of your being.



7. MWF - woosh exhale any movement feels good. Stepping into the next moment.



Attention: Thinking or Perceiving

Remind yourself:

"This is my time. There is nobody to please or satisfy other than myself."

"Here I am as I am; here is the world as it is."

Let yourself get comfortable. Make any adjustments you need. Gently let yourself BE.

If it feels appropriate to you: observe where your attention wanders when you aren't directing it in any way. Let your attention roam freely.

- Notice when your attention is drawn to thoughts, imagination, ideas?
- Notice when your attention is drawn to sounds, sensations in your body or any other perception?

For a few moments gently be with this meandering of your awareness. No right or wrong attention. Linger in this field of non-judgemental awareness.

Identify when your attention is with thoughts and when your attention is with perceptions by saying 'thinking' or describing the perception.

Neither attention is better or worse, each is an essential ability of your amazing being.

"Thinking, thinking, buzz sound, heat, thinking, belly grip, thinking..."

Gently invite your attention to your perceptions.

"Here I am perceiving the symphony of sound, sensations that surround me in this moment.

I am coming to my senses, literally."

There are the family of senses telling you about the world around you (sounds/sight/smell/taste/touch) and senses telling you about your inner milieu, (tension/ease/belly gurgles/sensations of emotional states/buzzy/heavy/chilled/spacious)

You might notice how easy it is to be drawn back to thoughts. That's perfect. When you are aware of attending to your ideas simply ask yourself to attend to perceptions again.

"Oh I'm thinking again. Thinking. Thinking. I feel the chair under me. I feel my belly expand."

Attention • Being With What Is.

Here I am as I am

having had the morning I've had

the night sleep or lack of it

the life I've had up to this moment.

Here I am being with myself as I am, pleasant, unpleasant; relaxed or stresses.

I'm feeling the sensations I'm experiencing at this moment that tell me I am energized or fatigued

no right or wrong in this moment.

Here is what is, is as it is.

Here is the earth supporting me.

Here is the ocean of air surrounding me.

I feel the gentle rhythm of expansion and gathering in my body, like a cell breathing through the pores, expanding into earth and air; earth and air coming with me as I gather in again.

In this moment no coming or going

simply being with the gentle rhythm of the breath and movement like waves rising and receding on the beach.

here I am

as I am

Locating from Becky Bailey Conscious Discipline Chapter 2 and Section 1 Safety:

The Developmental Question, "Am I Safe"

For the brain to develop optimally, children need to feel emotionally, socially and physically safe.

The Developmental Question: "Am I Loved?"

The answer to Am I loved? Determines whether we use our energy for processing information in the higher centers of the brain or for self-protection in the lower centers of the brain. To transform our education system, each child must be able to say, "Yes, I am loved, loving and lovable. I belong." This "yes" answer impacts the brain in two very important ways:

"Yes, I am loved" creates healthy set points and skills for managing stress.

"Yes, I am loved" encourages the flow of energy toward and executive state.

Some children come from homes where the question, "Am I safe," is consistently answered, "Yes." With a little reassurance at school, these children connect, engage and actively participate in learning. Other children come to school from homes where the question is often answered, "No." These children come to school armored up, explosive, oppositional, physically aggressive or shut down. They defend against both connection and learning.

Every child must feel the felt sense of safety for optimal learning. The Skill of Composure allows us to see misbehavior as a call for help, while the Skill of Assertiveness allows us to vigilantly focus actions and outcomes we desire. These skills work together to lay a foundation for a felt sense of safety in our schools.

Composure, the ability to self-regulate, is essential for safety. Without composure no one feels safe.