

## R.A.I.N. YOUR GO-TO TECHNIQUE FOR INTENSE EMOTIONS

### KEEP YOUR WORKSHOP EXPERIENTIAL AND INTERACTIVE

If possible, keep lecture periods punctuated with:

- **Meditation:** Breath to Soften and Release, Loving Kindness Blessing
- **Exercises:** Ice Cube
- **Discussion:** Where and what kinds of sensations were noticed in your body?
- **Reflection:** How did you let go of the story of the Ice Cube?

In the outline below you will find lots of suggestions. Please do not try to do all of these in one workshop. They are here to give you options depending on who shows up and what you feel like trying.

### THE RAIN ACRONYM IS VERY HARD FOR PEOPLE TO REMEMBER!

- REPEAT IT OFTEN!!
- Have a visual example — written on a whiteboard or paper or....
- Give them a rhyme or a song to help remember:
  - R is for Recognize, A is for Allow, I is for Investigate, N is Nurture now.
- Use a somatic technique like a movement or hand movement, for each letter/word.

THE NOTES THAT FOLLOW ARE MEANT AS A MALLEABLE GUIDE YOU CAN USE WHEN YOU GIVE A RAIN WORKSHOP.

There is also a Workshop Handout, that's goes hand in hand with these notes, you'll receive as a separate PDF.

As participants in the RAIN TEACHING TRAINING, you do have my permission to use the separate handout at your workshop. I do ask that you keep the copyright and Hamsa logo on the materials. You have my permission to make and distribute copies for your workshops and personal use but anything other than that, come talk to me first.

These notes will *easily* fill a three or four hour workshop. I find that people don't want to come to longer workshops so I adapt adjust the following content to best serve who's there, what comes up, and the kinds of questions that arise. The ideal RAIN workshop, in my opinion, is six hours.

## A GENERAL OUTLINE FOR A RAIN WORKSHOP

Be welcoming. Be warm. This content is not easy for many people. Be a safe place.

My suggestion is to go through each step of RAIN, one at a time. Notes for each step are on pages 3- 6. After you've completed those:

1. Once you've introduced all four steps of RAIN. I recommend doing an activity like the Ice Cube exercise to give everyone a chance to practice doing the full technique without too much at stake.

Be sure to give everyone a chance to ask questions and debrief afterwards, whether in small groups, or in the full group. This is their first real opportunity to get to know RAIN as a consecutive process. The more time they have to reflect and listen, will make it easier for them to feel more comfortable trying the technique with an emotion.

2. The second time you do the full RAIN with a group, keep it on the short side. Just take everyone through the steps using an emotion that isn't the most difficult one they want to work with. Give them practice. Each time you do it, end with nurturing and Loving Kindness.

Debriefing and questions are once again very useful at this point. Your job is to hold the space for blessings upon blessings of kindness, acceptance, and non-judgmental awareness, Model RAIN in every word, thought, and action.

3. By the time you do RAIN for the third time, they will know what to expect and have a more meaningful experience. This time around, you can give them a little more time to experience each step of the process. Stay alert and aware so you can sense what might be helpful for you to say, or not say, so that people can really feel the beauty of the nurture sequence and accept it from themselves.
4. I highly recommend finding your own words to acknowledge the work everyone did. Whether you do this along the way, or at the end, at some point, it's very helpful for people to hear that you honor the beautiful souls who showed up.

- R**    **Recognize** what is happening.
- A**    **Allow** the sensation to be there.
- I**    **Investigate** with curious attention.
- N**    **Nurture** with kind gentle words.

**The skill your students develop in this section is the ability to recognize a sensation in their body. Some ideas to help them do this are:**

- ▶ Give them examples of words to show them how to describe a sensation.
- ▶ Give them a chance to practice using words to describe where and what kinds of sensations they are feeling.
- ▶ Take them through a mini-body scan if there's time.

When you are looking for words to describe sensation you can keep in mind the elements of EARTH, AIR, FIRE, WATER and use the qualities of the words that go with those elements to help you out. .

EARTH: Hard and soft

AIR: Tightness and throbbing to lightness and tingling. Also the breath.

FIRE: Warmth, and temperature variations like warmth, hot, cold, cool etc...

WATER: Flowing or streaming or its opposite, stickiness and stagnation.

**This is a good point to give them the three anchors** that are always in the present moment: Sound, sensation breath. The most simple anchors for sensation are feet and hands and the sensation of the breath in the nostrils. It's important to remember that if anyone is getting uncomfortable from thoughts or sensations, they can take a break from the experience by returning completely to the present moment using these three anchors.

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**The skill your students develop in this section is the ability to accept what they are experiencing without resistance. Some ideas to help them do this are:**

- ▶ Teach them the **Breath to Soften and Release** to first learn how to soften both tightness and resistance in the physical body.
  - ▶ Take time to practice the technique without rushing. It's a new sensation for many.
  - ▶ This is a good time to ask for feedback to give the students practice describing sensation and so you can get a sense of where your students are at.
- ▶ **Allowing sensations can often feel, unfamiliar, uncomfortable, painful, and overwhelming.** There are several things you can introduce to help allow the experience of these unpleasant sensations:
  - ▶ The nature of Impermanence.
    - ▶ Nothing lasts forever. Everything arises, sustains and then dissolves.
    - ▶ So will an emotion if we allow it to remain a sensation.
  - ▶ They can return to their anchors: feet, hands, breath, when and if it becomes too much.
  - ▶ Lean in. Rather than resist, lean in.
- ▶ Mental Resistance shows up as:
  - ▶ Stories that distract us from being with just the sensation.
  - ▶ Mind wanderings or even physical agitation
- ▶ The key here is to let go of stories and thoughts and return again and again to the sensation..

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**The skill your students develop in this section is the ability to notice and observe with curiosity Some ideas to help them do this are:**

- ▶ Take them into an area of their body they don't usually think about: ears, ankles, elbows, or perhaps, collarbones, armpits, insteps.
  - ▶ Ask them to explore one of these areas with their minds and their attention. Take them through a similar pattern you will use when you do the Ice Cube exercise later on.
  - ▶ Introduce the concept of getting 'granular' with their awareness. To go deep into fine detail and see what they can discover. To see if they can discover something they hadn't noticed before.
  - ▶ Introduce the idea of opening up their awareness and getting a sense of the parameters of the sensation.
- ▶ Introduce the concept of curiosity.
  - ▶ Curiosity and fear can't co-exist in the same moment.
  - ▶ Curiosity allows us to detach and notice things we hadn't seen before.
  - ▶ When we're curious it isn't so personal.
- ▶ Our Investigation is done with kindness and attention.
  - ▶ We are learning to pay attention to parts of us, to parts of ourselves, in ways we haven't necessarily done before.
  - ▶ It's important we investigate without judgment.
  - ▶ It's important we investigate with kind attention.

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**The skill your students develop in this section is the ability to be kind and nurturing to themselves. This can be a tough one for many. Some ideas to help them accept the kindness are:**

- ▶ Share with them the nurturing words you use.
- ▶ Share with them how you made peace with being so kind to yourself.
- ▶ Remind everyone that showing up for ourselves is the most important work we can do.
- ▶ If it seems appropriate, remind them it will be tender and vulnerable doing this last part, and not to worry, no one is looking at, or paying attention, to them.

It's a good idea to go over options of phrases they can say to nurture themselves., ahead of time. There's a list on the official workshop handout but I do encourage you to be clear on the words you use. Those will be the words you turn to when leading.

- ▶ Ask them to think about the kinds of things someone would say to them when they were younger that would make them feel better.
- ▶ Demonstrate the action of gently patting the chest or heart, while saying something like, 'It's okay.' 'It's going to be okay.'"
- ▶ Ask them to think about what they would say to someone to nurture them.

It's often a good idea to close a RAIN session with the following version of the Loving Kindness Blessing.

### LOVING KINDNESS BLESSING

May I be at ease.

May I feel safe and protected.

May I be happy.

May I feel loving kindness for myself.

May I be filled with loving kindness for myself.

May I be hold myself, in loving kindness, that I may be at peace.