



CMRP Friends of Bangor Alumni Group
CYYYO Grŵp Alumni Cyfeillion Bangor
NEWSLETTER

Time To Connect
Amser I Gysylltu

Min'ofunness

in connection with
Mewn cysylltiad gyda

FOB Newsletter Issue 5
July 2019



PRIEYSGOL
BANGOR
UNIVERSITY



Welcome Croeso



Dear Friends of Bangor Members,

A warm welcome to the Summer 2019 edition of the Newsletter. Much has happened over the past few months, which I am excited to share with you.

Per Norrgren decided to pass on the responsibility of the Chair, and I received the trust of the Committee to lead the organisation. Sincere gratitude to Per for shaping Friends of Bangor during its founding years, and I am pleased to say that Per will be staying on the Committee and lead the Event Organising team and continue to look after the Newsletter with Gweron Roberts.

I might be a new name for some of you, and by way of introduction, I would like to share that I am one year away from completing the Masters in Mindfulness-Based Approaches with CMRP, which I study for alongside my corporate day job. I teach mindfulness to professionals and have a particular interest in using technology to extend the reach of the great work that we do. Being at the intersection of so many different "worlds" is hugely rewarding, and I will bring this experience to promote the interests of Friends of Bangor. I look forward to meeting many of you over the coming months.

Now seems a good time to restate the vision of Friends of Bangor, which is **to provide a network for current and past trainees of the Centre for Mindfulness Research and Practice (CMRP), and to engage in two-way communication with the Centre**. Both with the aims of supporting mindfulness practitioners and advancing field developments.

To implement this vision, and following a memorable Annual Gathering in April, we will continue the year with an exciting programme of events, which features in this Newsletter and on the website. We are also preparing for the next Annual Gathering, which is likely to take place early July 2020 in Bangor, with a weekend of practice, masterclasses and socials facilitated by CMRP teachers and graduates. These events are for you, so do come along, and bring your mindfulness colleagues. Remember that we can support you in starting a local or virtual Connection Event. With a membership of 250 people strong, chances are that some other members will be keen to connect in your area.

Additionally, we will be putting in place a feedback loop with CMRP and the Mindfulness Network. And over the Summer, we will be sending a survey to get your thoughts on how to best shape the future of Friends of Bangor, so keep an eye on your mailbox.

But in the meantime, please join me in giving a warm welcome to our new Committee members: Helen Stephenson and Catherine Fortin will be supporting Events alongside Per and Vicki Wilduck; Feryal Molville-Poole will cover Membership; and Victoria Dorr and Carole Lucy will be looking after Recruitment. All the Committee members are volunteers investing their passion, time and enthusiasm into building up Friends of Bangor and your mindfulness community. I encourage you to discover who they are in the following pages, and I am sure that you will appreciate, as I do, the diversity of backgrounds and experiences that the new members bring to the Committee.

Following the completion of their three-year term, a few Committee Members have decided to step down due to other priorities. On behalf of Friends of Bangor, I would like to express the deepest gratitude to Maureen O'Callaghan for her legal work, Heather Cayzer for providing secretarial support, and Gill Johnson for organising and facilitating numerous successful Connection Events. Finally, I wanted to give a big thank you to the Mindfulness Network for having put in place systems to support our activities, with a special mention for Ken Lunn, Anna Murch, and Gary Smith.

And now sit back and enjoy this Newsletter.
Warm wishes,

A handwritten signature in black ink that reads "Stephan".

Stephan Schoenig
info@friendsofbangor.org

www.friendsofbangor.org

What is the FoB all about?

The FoB is a membership body of current and past students of the CMRP. It is open to any person who has attended or is attending any of the CMRP courses and events. The group was formed with the overarching mission to 'act as a vehicle for FoB members and the CMRP to engage in two way communication and to support mindfulness practitioners and advance field developments'.

It is a group run and managed by the members to support other members. Our vision is for the group to establish a mindfulness community with regular regional events and activities. To create a place where likeminded people can meet and practice together, exchange ideas and network. In short: Time to Connect.

FoB Objectives

- To represent the interests and views of mindfulness practitioners who engage with CMRP. Drawing on the wealth of experience, skills and capabilities represented by the mindfulness population for the benefit of the CMRP and for the benefit of its students
- To advise the CMRP of how it can best actively engage with the mindfulness 'grass roots' providing a vehicle for them to be an essential and knowledgeable resource to the CMRP
- To provide the membership with a clear voice and route to engage with CMRP
- To work in partnership with the CMRP to promote and support the strategy and objectives of building and developing an effective Alumni / Membership Group
- To expand and engage with the wider network of organisations involved in mindfulness practice and research
- To work with the CMRP to establish working groups co-produced by CMRP and FoB which can contribute to the strategy and objectives of CMRP

What are the benefits?

The FoB membership benefits

- Practice day with Rebecca Crane – held at Bangor or other event
- Annual Gathering and connection afternoon with Rebecca Crane and senior teachers
- Forum on Facebook to connect with the community, ask questions, share and support.
- Networking events, masterclasses and gatherings
 - Connect and practice with likeminded people
- Newsletter
- Opportunity to share your events with other FoB members
- Discounts to FoB members from connected organisations
- Opportunity to volunteer and get involved in the FoB – if you have ideas and enthusiasm,
- contact us to participate and make the community grow.

What are the costs? Membership fee for 2019 is £25

How do I register? Via the FoB website www.friendsofbangor.org

Who is the FoB?

The FoB committee now consists of the following volunteer members



Stephan Schoenig Chair

Stephan started his career as an IT professional and after having been diagnosed with a chronic health condition, was introduced to mindfulness as a skill to better handle life ups and downs. Excited by the changes that mindfulness brought to his life, Stephan joined the Masters programme at Bangor and now, in addition to his day job, he teaches mindfulness to professionals.



Helen Stephenson

Helen has spent a life time dedicated to the practice and study of yoga, Pilates, mindfulness, meditation and counselling. She is a trainer and supervisor of mindfulness teachers. She holds a Masters from Hamburg University and also trained with the CMRP BU.



Per Norrgren

Per Norrgren is the Director of Training and founder of i-MindSight. Before establishing the Algarve Mindfulness Centre, he was a Visiting Tutor at Cranfield School of Management where he developed and taught Mindfulness for Higher Performance programme.



Gwenan Roberts

Gwenan has been teaching Mindfulness since 2014, receiving an MBCT and MBSR teaching certificate from Bangor University in 2016, and completed an MA in 2018. In her dissertation she explored adapting an eight-week program to 'Welsh', focusing on the use of vocabulary, language and poems to accompany the core program. She worked in the National Health Service as a specialist speech language therapist.



Vicky Waldock

Vicky is a mindfulness teacher and trainer in Bournemouth and has completed an MSc in Mindfulness Based Approaches at Bangor University. Vicky's master's thesis investigated the effects of shortened mindfulness courses on self-compassion and attention. She has practiced meditation for over 20 years and is passionate about bringing the tools of mindfulness to others.



Catherine Fortin

Catherine is a clinician and a mindfulness teacher in London and in Lille. She has completed the Oxford Foundation course in MBCT, furthered her training in Sainte Anne's Psychiatric Hospital in Paris and attended residential courses, neurosciences modules in Bangor. She teaches MBCT and she has a background in General Practice, Mental health and Public health both in the UK, and in France.



Victoria Doro

Victoria's background is in Alexander Technique and Modern Foreign Language teaching. She is an Honorary Fellow at the Keele University where she worked in teacher education. Victoria is currently studying on the MSc in Mindfulness at Bangor University and is interested in synergies between Mindfulness and the Alexander Technique.



Feryal Melville-Polat

Feryal is currently undertaking a MSc in Mindfulness degree at CMRP BU. She works as an independent mindfulness teacher with both the general public and school communities in the Cheshire area. She has been practising Vipassana meditation as taught by S.N Goenka since 2009.



Carole Lacy

Carole worked for over twenty-five years in Mental Health, both as Registered Mental Nurse and with a charity supporting working age people diagnosed with dementia and their carers. She is training to teach MBSR with the CMRP BU on the Teacher Training Pathway and has been teaching MBSR to the general public in the West Midlands area since January 2018. Carole has had a meditation practice for most of her adult life.



Carbon Dilemmas

by Rebecca Crane



I recently arrived home from a teaching trip to Lithuania and Germany. The connections were rich. The newly emerging mindfulness-based teaching community in Lithuania are eager to learn, welcome their welcome and a delight to spend time with. Senior teaching colleagues in Germany were keen to look collectively at how they could strengthen integrity in mindfulness-based practice in Germany through a coordinated implementation of the MIRETAC to support reflective practice and assessment. So in multiple ways it was a worthwhile trip. However, I also connected with my increasing sense of dissonance at the multiple flights that these trips often involve. This awareness has been present for several years, but the recent news about the fragile state of our planet's biodiversity and climate breakdown is both troubling – the urgency of the situation has landed for me in a deeper way. I feel moved to write and share about this. The urgency for connection and conversation around these challenges and dilemmas.

There are some justifications and counter arguments, such as it is far easier to fly than to, for example, study alternatives like the fact that the work of mindfulness does in the world may outweigh the damage that the carbon emissions cause. I have my carbon neutral UK approved projects and the flights would fly anyway, etc. However, it is also true that radical action is needed on all levels, individual and collective. We don't have time to tinker around the edges. I have an increasing sense that I have to join the painful process of changing my behaviours and habits, as many others have already done. My historical carbon debt is embarrassingly high, largely through flights for teaching trips.

Over the past few years my family and I have taken action on the home front. We have insulated our old house, which reduces our energy use, have a beautiful array of solar panels, and are thoughtful about how we use energy in the house. We have transitioned to a plant-based diet, buy locally as far as is possible and grow some of our own. Our small garden is filled with habitats for native wildlife as it can be – native flowers, bird boxes, a pond and insect habitats. We take occasional pleasure in minimising the amount of rubbish that goes into landfill and shop with as little packaging as possible to keep our recycling containers as light as they can be. We are working on bringing our car mileage down. I am rediscovering that as I engage in wholesome action in these small but significant ways, I feel much clearer and live with less of an accumulation of dissonance and difficulty. But there is no doubt that my flying habit is an outlier in all this. It adds to the world's carbon debt, and closer to home leaves an uncomfortable legacy on my conscience.

One of the strengths of the mindfulness-based field is the interconnection between colleagues and centres internationally. There is a potent sense of working towards a shared vision of a world in which humans are in a better relationship with themselves and the environment; these international collaborations have been built through personal connections during teaching trips and conferences. I do trust that there has been much benefit to the world from these connections.

However, it's time to talk more with colleagues about actions we can take now as a mindfulness community, to lessen the environmental impact of our work. Examples that are on my mind at the moment are looking at whether we should put more of our energies into engagements that are closer to our homes, and shift our international connections with each other more to video conferencing; it's not the same as getting up close in person with each other, but it's also more likely effective and workable. Maybe it's time to get creative about conferences – perhaps having a hub conference with satellites in regions around the world into which keynotes are streamed, and then within each region the local work of community building can take place. Maybe at times it's worth strategically flying in one experienced trainee to regions that are so early in their development that there is no local expertise. After face-to-face connections have been built with key colleagues in these regions, we can support them in their capacity building work, via online connections. Maybe it's also time to see where train travel is feasible rather than plane.

I have an intention to move into a phase of greater discernment and scrutiny of the cost/benefit balance of each flight I take. I will also look for alternatives, I have teaching trips in France and Germany scheduled – these can certainly involve train rather than plane travel going forward. I acknowledge that this is only a mild hardship. The felt experience for me of flying is not pleasant – it leaves me feeling a little nauseous and depleted for a few hours after, and more vulnerable to colds for a few days after. My family are all in the UK, which makes things simpler for me. Continental Europe is very accessible by train. I know that for others the challenges and complications are greater, and that sometimes there is simply no option other than to fly.

And finally, I feel a deep sense of gratitude to the Extinction Rebellion movement who took a stand on the streets of London over Easter, and particularly to those who have sacrificed their liberty and their criminal record to stand up for the Earth. It is unclear at this point whether there is time to reduce our carbon emissions to sustainable levels or to preserve enough habitat space for wildlife. The scale of the changes that are needed and the complications of making them happen on a systemic level are daunting. Much of this is beyond my capacity to influence – but it feels important to take action in the areas of my life over which I do have influence. It would be good to be able to say to our grandchildren that we took a stand and did what we could.

We do not inherit the land from our ancestors, we borrow it from our children.
(Native American proverb)

Friends of Bangor 2019 Annual Gathering

"Many thanks for the truly life enhancing FoB gathering.
The weekend was the perfectly balanced combination of
guidance and support that I felt I was in need of on my arrival.
Many thanks to you, Helen and Rebecca.
Warm wishes
Rosalind Hayes"

One of the many warm comments from our wonderful Annual Gathering held in Crewe end of April.
From our launch at the CMRP Conference in July 2017 we have grown to be some 235 members,
including members from as far afield as Australia and America.

We have a wonderful diversity of members. From very experienced teachers and practitioners to people that have recently discovered mindfulness or recently embarked on learning to teach, all seeking to support our mindfulness community and connecting with like-minded people.

Remember we are "by the members – for the members". FoB would not exist without the fantastic work of the committee members who all work on totally volunteer basis. Or without the participation and contribution of all our members to the newsletters. Thank you everyone in making this possible.

This second year saw us focusing on continuing the wonderful connection events, our Newsletters, Facebook and Website presence as well as the move to a new home at the Mindfulness Network.

Gill Johnson has tirelessly worked on creating and facilitating interesting events for our members that have been very much appreciated by the people attending. Many thanks to Gill for her commitment and generosity with both energy and time.

Going forward we hope to facilitate FoB events where senior teachers generously give of their time to create special events for the FoB members. Coming in 2019/2020 we have Cieran Saunders, Ali Lambie and Vanessa Hope and perhaps more.

A new focus of the FoB is to support our members to host events for the local community and for 2019 we are actively promoting member's events via our website, social media and Meetup group and have agreed favourable rates for our members with Eventlist.org.

Many thanks to Maureen O'Callaghan for her input and help with maintaining the structure and format of the group, committee, and AG.

Our 2018 two newsletters have been very well received and both were created with much valued contributions from our members. We achieved an excellent mix of very interesting views and stories. Many thanks to Vicky Walduck and Gwennan Roberts for their support in pulling it all together. And many thanks to our members who contributed to these two wonderful issues.

Our web site has had a facelift. Great thanks to Stephan Schoenig for all help and support with this work. It has a new look and real good feel to it.

As the CMRP evolves its structure and focus, the FoB is adapting to meet any changes. I have actively participated in this work to ensure that the FoB has a working infrastructure for event listings, registrations, and payments. Many thanks to both Rebecca Crane and Ken Lunn for their continued support in accommodating of the FoB.

A big thank you to Gary Smith for his help with setting up our new systems on the Mindfulness Network platform. We are now operational with events listings, payment processing and membership processing.

The Facebook group and Meetup group is now established, and we are seeing more activity here now with interesting posts and comments.

Last but not least, I am both sad and pleased to hand over the Chair of the FoB to Stephan Schoenig. Please join me in welcoming and supporting Stephan in his new role. It has been a busy three years, but reflecting on this, it has been "nice" busy. The mindfulness community is a lovely community to be part of, and it is with deep gratitude to the members and the CMRP I hand over the Chair. I will of course still be active in the FoB and will now focus on events and the newsletter.

Thank you

In peace
Per Norrgren



Friends of Bangor Events Co-ordinator report at the **Annual Gathering 28 April 2019**



Friends of Bangor Events have been well-received since the first event in my home town of Godalming in June 2017. In the period from June 2017 to May 2018, FoB offered 8 events, two of which (Nottingham in Feb 2018 and Poole in April 2018) were cancelled. This year (from May 2018 to date) has been a little mixed as we experienced the knock-on effects of the transfer from CMNP to Mindfulness Network. We offered 10 Events in the period to March 2019, with 6 events cancelled before their scheduled dates. It is not clear if the dates chosen simply did not fit people's diaries or if there are other reasons for the slow uptake.

Face-to-face events for the year were held in central London (Greencoat Place), Mill Hill ad Guildford. These were two Connection Events and two Masterclasses. The latter were on "What does supervision mean to me?", with Alison Evans, and "Deepening our Practice" with Ciaran Saunders. Both Masterclasses were well attended: 14 members at Alison's day; 20 paying participants on Ciaran's Day (compared with 18 for the previous event in March 2018). Connection Events attracted 10 (Mill Hill) and 8 (Guildford) participants, which included non-members. These regional numbers compare favourably with the April 2018 London Connection Event which hosted 14 participants. There is ground level interest in mindfulness, connecting with Bangor and the "gold standard" experience. These events have essentially been run on a "break-even" basis, when taken together (individual events have made either a small surplus or deficit of income over expenditure). The financial summary for events for this period shows a £5 income surplus since my first FoB Connection Event in June 2017. Annual Gatherings will inevitably incur a cost as they are designed to enable as many people as possible to attend. Future Events will be assessed for financial viability if event bookings look slow.

We have also started regular Virtual Meet-Ups and run a retreat in the Algarve. Catherine Fortin has been the driving force behind the Virtual Meet-Ups and she reports that there has been positive feedback. The sessions have been running at lunchtime on alternate Tuesdays since January, and a monthly evening group has also been initiated. Per has been facilitating the development of the group with his own input, reminders, Facebook and so on; and Stephan has stepped in to make the IT magic happen with Zoom.

I would also like to acknowledge all the offers of help and support expressed by experienced teachers, namely: Sud Ubayatiri, Karen Neil, Jake Dartington, Sonia Moratto, Jean Nash, Sonia Eastwood, Christine Shannon, Vicky Walduck, Sandrine Cranswick, Jiva Masheder, Karinavira, Kat Kingsley-Hughes, Joseph Pennington and Richard Gray. I would particularly like to thank Jean and Sonia, Jiva, Hagen and Vicky for setting up Connection Events. Unfortunately, these Events did not run as registrations were too low to make them viable. It is not clear whether these locations simply do not have a need for such events or if the administration hiccup (and resultant slow marketing) had an impact on numbers. Nevertheless, I would like to highlight the time and effort required to book venues, arrange diaries (and correspond with me!) that would have been involved for those volunteers. I hope that they will be able to share their expertise with the incoming Events team.

Although I am stepping down from the FoB Committee for family health reasons, I will still facilitate some events on behalf of FoB so I hope to see you all at various locations around the country. Perhaps as soon as this autumn in London on 18 October (2019) for Ciaran's Day of Practice and Reflection inspired by the discussion of the driven-doing mode of mind and a "broader sense of the present, in what might be called its 'full multi-dimensional splendour' (quote from MBCT for Depression, 2nd edition). If previous days facilitated by Ciaran are to go by, this will also be a very rich experience.

It has been an interesting three years nurturing the seed of an idea for bringing members of the mindfulness community in closer connection with each other. The roots are just starting to emerge and I hope that they will travel far. May the connections grow deep and strong.

FoB Online Community

Six months on here we are; alive and strong.
We are meeting lunchtime on alternate Tuesdays
and once a month on a Monday evening.
See our website www.friendsofbangor.org
for the date and times.



A great experience I am so grateful to be part of. We make it as it is moment by moment. This is a place where we can share, be creative, be ourselves, practice, experiment in a supporting environment.

Thank you so much to those who take the challenge and to those who participate in whatever capacity. Everybody is welcome. We all have something to offer and something to receive. This is so exciting. We are meeting colleagues our path might never meet. From wherever we are we belong. I very much look forward to our next meeting.

Per's and Stephan's support to get it all up and running and providing technical support so readily. I don't think we could exist without them!



Friends of Bangor CMRP Alumni Group



A big thank you to the
FoB online Community member's.
Catherine Fortin

The website features a header with the group's name and a "JOIN NOW" button. Below the header are several sections: "Graduate Benefits" (with a "View Details" button), "Resources" (with a "View Details" button), "Graduate Events" (with a "View Details" button), "Graduate News" (with a "View Details" button), "Graduate Resources" (with a "View Details" button), and "Graduate Committee" (with a "View Details" button). There is also a "SEARCH" bar at the top.



Song For the Salmon

For too many days now I have not written of the sea,
nor the rivers, nor the shifting currents
we find between the islands

For too many nights now I have not imagined the salmon
threading the dark streams of reflected stars,
nor have I dreamt of his longing
nor the lithe swing of his tail toward dawn

I have not given myself to the depth to which he goes,
to the cargoes of crystal water, cold with salt,
nor the enormous plains of ocean swaying beneath the moon.

I have not felt the lifted arms of the ocean
opening its white hands on the seashore,
nor the salted wind, whole and healthy
filling the chest with living air.

I have not heard those waves
fallen out of heaven onto earth,
nor the tumult of sound and the satisfaction
of a thousand miles of ocean
giving up its strength on the sand.

But now I have spoken of that great sea,
the ocean of longing shifts through me.
the blessed inner star of navigation
moves in the dark sky above
and I am ready like the young salmon
to leave his river, blessed with hunger,
for a great journey on the drawing tide

David Whyte



Reflections

... on Diversity, Integrity and Serving the FoB Community

The vagaries of the printing process mean that I am writing this long before you will read it, and after the 2019 FoB Annual Gathering where I did not offer myself for re-election as Events Co-ordinator. It seems like a good time for reflection.

It was at the 2016 CMRP conference that few of us met to see if we could support CMRP alumni in the important work that they were undertaking. I had volunteered because I was aware of a 'grass roots' feeling amongst those who had walked the Masters route to re-connect with the unique Bangor experience; and because of a personal desire to pursue integrity. So, I followed my heart ... and I am grateful to those of you who chose to travel with me. We began with small offerings, but there is now a seed of community, connection and open communication which I hope will grow stronger with each new event. My vision embraced listening to all of your experiences and acting as a conduit to make your joys and concerns known to CMRP and the wider community. As with all human endeavours, this has involved both pleasant and unpleasant, things that were easier to engage with and things that were less comfortable. My involvement with FoB proved to be a rich ground for learning to hold both with equanimity.

There is still much work to do. It seems to me that, as with our mindfulness teaching and learning, building community falls on a spectrum of experience, tending towards "accompanying" rather than "leading", "facilitating" rather than "instructing"; "revealing" rather than "showing". The current dialogues around diversity and inclusion indicate the gulf between reality and the integrity of practicing mindfulness. Personal biases influence who we choose to connect to, why we connect with each other and how we go about doing this. The inclusive invitation to Connection Events has brought together diverse people (teachers of all levels of experience, and those "new and curious") across a wide range of social and ethnic groups) to share in the raw honesty of sitting together and meeting each other as equals. Preconceptions needed to be dropped in the moment of contact. These initial pilot events encouraged useful personal and relational enquiry for those courageous enough to engage wholeheartedly. I was privileged to be part of this. Thank you to all of you for "showing up" in such an authentic way. It was heartening to meet at "heart level" rather than simply "networking to get somewhere", and to explore our inner and outer landscapes with no agenda other than to meet our experience. It is my sincere hope that Connection Events will continue with this ethos as this is where the potential for wisdom and insight lies.

For the future, I would like to become more of the "conduit for wisdom" that I believe a mindfulness teacher is at heart, and to become more adept at dancing with mindfulness as a celebration of the human condition. I step away from the Committee with a deep bow of respect to those who are following their hearts to pursue the integrity of the work that we do; and with the humble intention to continue serving the community where I can.

Marketing Mindfulness



Carole Lacy

Now, after rising to the challenge of training to teach MBSR or MBCT, we need to find someone to teach to! This can leave us feeling a bit at a loss, where do we start?

It's unlikely that any of us have gone into teaching mindfulness without a genuine belief that, based upon personal experience, mindfulness training and practice can be life transforming. I recently watched Brene Brown's talk on Courage and Vulnerability. It occurs to me that putting ourselves out there is perhaps the place where we are at our most vulnerable. We're offering something that is very dear to us and we will inevitably face knock backs, cancelled courses, lack of participants etc and we need to find the courage to keep going. How can we learn to be with this? It can be tough!

At a recent FoB Zoom meeting we talked about the difficulties of promoting our courses. I'd like to share with you some of those tips and other things I've found helpful.

Getting a website, hosting company and 'domain name' is a vital first step. There are some simple DIY programmes with different price tags. NetNerd, WordPress and Vistaprint are good starting points.

No matter how good your website it'll be as useless as a chocolate fireguard if no one can find you. There are a number of ways to get higher up on the search engines:

- Updating your website at least twice a week is advised. Even something simple like restructuring a sentence lets the search engines know that the website is active.
- The 'dark arts' of SEO (Search Engine Optimisation) are described as 'the process of increasing the quality and quantity of website traffic, increasing visibility of a website or a web page to users of a web search engine'. Loads of people will offer to do this for you, at a price, so tread carefully. Buy a book or view Google tips online on how to do it.
- Look into 'Local Listings'. You can register on them yourself and there are tools available - if you have the time. Alternatively pay a company to do it for you. Don't sign up for an additional monthly fee (or cancel it). Once you're listed there will be a link to your website and phone number. Just don't include information that will become outdated such as course dates etc. as you won't be able to change it.

Using social media, another of the dark arts!

- Open a business Facebook page. You can post items of interest on there attracting people to 'Follow' and 'share' your posts, advertise your events and have links to your website. You can pay to 'boost' your events but it can be expensive. I've been told that boosting no longer works so well but a better option is the following.
- LinkedIn. This connects professionals but many people are using it these day as a marketing tool. You can search for people to 'Link' with, perhaps businesses that might be interested in you running workshops for them - or attract stressed out executives to your courses!
- Eventbrite offer a website page featuring your event. It both markets and administers bookings and can be linked from your Facebook page or website. They don't charge for free events but if you wish to sell courses they will charge a percentage or you can select to pass these charges on with the booking. I've been told that Eventbrite are very slow to pay up and don't do so until the end of the course so I use their PayPal option instead. You will need a PayPal account for this but it's not necessary for the person booking.
- Local Facebook groups are a good place to advertise for free. There are lots out there. You may need to apply to join before posting but it's well worth it.

Marketing Mindfulness

continued

Local newspapers and radio. Contact them offering to be interviewed or write a short article about MBSR/MBCT. It may not be possible to advertise your courses in an editorial piece but at least you will be getting your name out there.

Flyers and business cards. I have a basic flyer bulk printed with a space that allows me to add details of courses using my printer. A matt finish works best in the printer, but where to put them?

- Local libraries. They may not allow 'commercial' information to go on display but they keep a file to pass onto anyone enquiring.
- Coffee shops, dentists, hairdressers and beauty salons. Anywhere that people hang around and want something to read! Prepare to be refused but, don't be disheartened, some will turn up trumps.

Give something away. All the marketing gurus say that giving something away for free at the start is the way to go eg free tasters, walking meditation in a local beauty spot. On the downside, I've been told that for every 'free' event booking there is an AVERAGE of less than fifty percent turnout. My experience has been that this can vary greatly. The weather or something on TV might determine whether you have two out of twenty turning up or almost 100%! Send a reminder a few days before saying the session is full so if they can't make it let you know. It might help!

Listings there are a number of listings for Mindfulness teachers that you can apply to join to give credibility and links to your website.

- Check on UK Network for Mindfulness-Based Teacher Training Organisations to see if you meet the criteria for their listing. Once on the register you can also join BeMindful.org
- Eventslist.org is administered by Sharon Hadley at the OMC. It is in the early stages of development and right now offers mainly cpd events but that may change.
- There is also a new listing for Mindfulness Teachers at <https://mindfulnessteachers.org.uk/>. It's administered by an organisation that isn't one of the recognised teacher training organisations on the UK Network but the listing is high in the search engines. It's free so worth considering.

And more.....

- Word of mouth and previous participants.
- Local therapists.
- Offer to talk to local groups such as Women's Institute.

Good luck with getting going. It's frustrating, time consuming and not what we signed up for, but something we need to get on with - mindfully!

Carole Lacy

www.mindfulstream.co.uk

<https://www.facebook.com/mindfulstream.co.uk>



Pa iaith?

Gwenan Roberts

Beth yw eich mamaith? A oes gennych iaith gryfa? Yn rhai iaith fyddwch chi'n meddwl?

Beth yw eich iaith emosynol? Pa iaith sydd yn eich cysuro, ac yn esmwytho?

A oes gennych iaith yr ydych yn myfyrio ynddi?



Cymraeg yw fy iaith gyntaf i. Hon yw fy mamaith. Er yn hollol ddiwyieithog ac wedi cael fy addysg ffurfiol drwy'r Saesneg, yr yw fy byw ym'r ddiwyieithog o'm bywyd drwy gyfrwng y Gymraeg. Yn mae hwn iaith leiafrol, ond hon yw iaith fy rehauol, ond hy'n rheoli fy nghymuned; iaith pobol drws nesaf, yr iaith y byddai'n eisaf i'r iaith a'i drafod mewn al iaith, ac y byddol cael rhaglen yn eu haith gyntaf a chyflwr. Rhaid eu bod hwyelus yn ei chael hnn chwibbig i drafod mewn al iaith, ac y byddol cael rhaglen yn eu haith gyntaf yn hwykso a profiad. Mynd ati fel y i addasu maglen i'r Gymraeg, a phenderfynu y byddwn yn parhau gyda fy astudiaethau ym Mhrifysgol Bangor drwy ymchwil a broses ar gyfer traethawd MA*.

Eto orwy fy alliaith y deutham at Ynwybyddiaeth Ofalgar, gan ddilys arweinad ar gyfer y myfyrdodau yn Saesneg, trafod a chael fy holl am fy mherchedau yn Saesneg. Yna wrth tyndati i ddygu, sylw fod cyfran o fynychwys ym nghysiazau, hwythau hofyd yn siarad Cymraeg fel iaith gyntaf a chyflwr. Rhaid eu bod hwyelus yn ei chael hnn chwibbig i drafod mewn al iaith, ac y byddol cael rhaglen yn eu haith gyntaf yn hwykso a profiad. Mynd ati fel y i addasu maglen i'r Gymraeg, a phenderfynu y byddwn yn parhau gyda fy astudiaethau ym Mhrifysgol Bangor drwy ymchwil a broses ar gyfer traethawd MA*.

Yn wre unigolion ddiwyieithog yn medru trwy agweddau o'u hwyelus mewn ddyr iaith, ac y mae hyn yn sefydli gyffredin yn y dian Ffugaf o wledydd Ewrop, gyda tua 65% o boblogaeth y byd yn ddiwyieithog, ac fel y mae sefydli ym Nghymru yn un anghyffredin. Mae oedolion sy'n siarad Cymraeg fel arter yn medru ddyr iaith ac yn defnyddio eu hethoedd pan fo'r angen, gan symud o un iaith i'r llall heb drafllerth. (Harris, 2014)

Dywed Pavlenko, (2006) y gall ymddygiad unigolion ddiwyieithog newid wrth iddynt gydymffurfio'n reoddol a'u cyfoedion a'i iaith a siarad i'r yd. Gall atgeision fod yn wahanol yn yr ieithoedd a siarad, gyda unigolion yn ymgylwyo eu hunain yn wahanol yn eu haith gyntaf nes gryfa! Ir hyn y gwnant yn eu hal iaith neu iaith wanaf. Yn ôl Ellis (2016) y mae gan unigolion ddiwyieithog hynediad mwy hwylyus i drafod emosynol yn eu haith gyntaf yn hytrach na'u iaith, ac fod y'r iaith gyntaf uchafbwaeth emosynol. Fe all hyn hefyd olygu fod unigolion yn peithau yn emosynol wrth drafod gynnau pertnessol yn eu hal iaith (Ellis, 2016). Yn ôl Ellis (2016) mae iaith yr unigolyn yn dian o'u hunaneith cynderfaisol ac y mae unigolion sydd yn siarad yr un iaith frodorol yn debygo i dynnu at eu glydd o fewn grwp. Y mae gwellthio o fewn grwp yn rhan hanfodol er broses o deysgu Ynwybyddiaeth Ofalgar a phwyslwm i sicrhau fod pob aelod yn cyfrannu drwy rannu eu profiad. Gellir dadlau fel y nad yw unigolyn sydd yn cymeryd ran mawr grwp drwy ei al iaith neu iaith wanaf yn cael yr un mawr aeg unigolyn sydd yn cael cyfele i wreath y gwath arbenigol hwn drwy ei iaith gyntaf nes gryfa! Os am sicrhau iogoch unigolion Cymraeg ei haith fedru cymeryd ran cyfarfatau mawr rhagleni Ynwybyddiaeth Ofalgar y mae'n hanfodol fod yna gylle addynt wreud hymny drwy y iaith o'u dewis.

Wrth fynd ari: cyhoerthu ac addasu rhaglen wylt ymtheg, yr oedd yn bwysig sicrhau hygrededd y gwath drwy godw ar gywirdeb y rhagleni offennol, gan fod yn sic i ym mwrriad a phorthnasedd y rhaglen i'r Gymreig gyfoes. Disgrifi hyn gan Crane et al. (2017) fel ystaf i'w gwithi a sicrhau ymrostru a siop. Hebu y sicrhwydd yma y mae pergl i unrhyw addasol fynd ar chwâl neu yn dilysiferiol, ac o'r herwydd pwyllusr harfod a chwâd cychwynol y mae llofut er mwyn rhoi lle wedyn i fod yn greadigol wrth Gymreigia a thres yr arwe (kref).

Wrth fynd ari i addasol rhagleni unrhyw iaith, rhaid ir y gwath ddefnydd o'r galon, wedi ei wreiddio yn ddiwrth mewn profiad i ymgorffersonol, di gyflwyno drwy ddefnydd personol o iaith a perffa. Tosaq anfeth a ddechreir drwy gamau sigledig yn hytrach na geith cyfechyd proffesiynol. Pwysig felly yw ystyried nad yw'r brosiadu yn rai rhy arwystiol, ac nad yw'r ystyrie yn cael ei goli'n last wrthol (Kaufmann, 2009), rhaid osgo dilyn pawb a gwmiddol, ond ym hytrach ddefnyddio iechyd gan henaid, ac os ym modol ffurfi ddefnydd newydd o eniau ac ymadroddiun cyfarwyddol. Wrth gynnig y rhaglen yn Gymraeg, y hwn yw i ateu at, ac i ymestyn unrhyw fwrth cerddol yn y gofath a ddyfriau a profiad Ir mynychwyr: gan fod pob iaith yn fynegiant n timiad yr unigolyn sydd yn ei sarad a'i defnyddio (Kaufmann, 2009).

Camer: cyntaf a ger ym'r astudiaeth a'i addysgedd hwn, ond sydd ar ym'r ystyried yn codi'r cwestiwn o sut y mae addasu rhagleni i wahanol iethoedd trai ym cais at hygrededd y dysgu. Y mae ein defnydd o eniau periodol yn gallu newid ystyrie a profiad, yn enwedig wrth eu cyflithu, ac fel y rhaid eu detholi a'i defnyddio'n ofalas.

*Fe ysgrifennwyd y traethawd hwn i mewn Gymraeg

Which language?

What is your first language? Do you have a strongest language? In which language do you think? Do you have an emotional language? Which language comforts and relaxes you? Do you have a language for meditation?

Welsh is my mother tongue. This is my first language. Although completely bilingual and having received my formal education through the medium of English, I live most of my life through the medium of Welsh. Yes, it is a minority language, but this is the language of my heart, the language I speak to my family, within my community, the language I speak to my neighbours, the language I speak to many of my friends. This is the language of my anxiety, my fears and my joy, of love and disappointment, through which I navigate the ebb and flow of my life. This is the language that anchors me, rooted in my bones, at the heart of my being. This is my language of meditation.

Yet it was through my second language I came to Mindfulness, following guidance for meditations in English, participating in discussions and following the inquiry in English. Later, when starting teaching, I noticed that many of my course participants also spoke Welsh as a first and strongest language. They too must feel a sense of detachment when discussing in their second language and having a program in their first language would enhance their experience. Whilst taking the plunge to adapt a program to the Welsh language, I decided to continue with my studies at Bangor University by researching the process for an MA dissertation.*

Bilingual individuals are able to live aspects of their lives in two languages, and this is a common situation in most European countries, with around 65% of the world's population being bilingual; thus the situation in Wales is not unusual. Adults who speak Welsh usually have two languages and use their languages when they need to, moving from one language to another without difficulty. (Huws, 2014)

Pavlenko, (2006) states that the behaviour of bilingual individuals can change as they instinctively comply with their peers and the language spoken at the time. Memories can be different, depending on the languages spoken, with individuals presenting themselves differently in their first or strongest language to what they do in their second or weakest language. According to Ellis (2016), bilinguals are more likely to discuss emotion in their first language rather than their second language, with the first language having an emotional dominance. This may also mean that individuals may distance themselves emotionally when discussing personal subjects through their second language (Ellis, 2016). According to Ellis (2015) an individual's language is part of their social identity and individuals who speak the same native language are likely to be drawn together within a group. Working within a group is an essential part of the process of learning Mindfulness with encouragement for all members to contribute by sharing their personal experiences. It can therefore be argued that an individual who participates in a group through their second or weakest language does not have the same advantage as an individual who has the opportunity to do this particular work through their first or strongest language. In order to ensure equality for Welsh speaking individuals to participate in Mindfulness programs, it is essential that they have the opportunity to do so through the language of their choice.

In translating and adapting an eight-week programme, it was important to ensure the integrity of the work by adhering to the core programs, as well as making sure that the program is relevant for a contemporary Wales. This is described by Crane et al. (2012) as the *weft* of the work, giving structure and shape. Without this, there is a danger for an adaptation to fall short and lose its integrity. It is only after ensuring the *weft* of a programme that it is possible to create the *weft* through creatively making it inherently Welsh.

When adapting the program into any language, the work must come from the heart, rooted deeply in personal practice, and presented through personal use of language and vocabulary. It is a huge task, starting by taking shapely shape rather than the work of a professional translator. It is therefore important to consider that the translations are not too literal, and that the meaning is not lost or diluted (Kaufmann, 2009). The literal pattern of the original must be avoided, but translations should use indigenous semantics and vocabulary, and if appropriate the formation of a new use of familiar words and phrases. In offering the program in Welsh, it is intended to complement and extend any verbal gap that may be present, in the hope of deepening the experience for participants; as each language is an expression of the experience of the person who speaks and uses it (Kaufmann, 2009).

This study and adaptation are the first steps, but at the same time raises questions on adapting programs into other languages, whilst adhering to the integrity of the teaching. Our use of specific words can change meaning and experience, and even more so in translation, therefore must be carefully selected and used.

*Dissertation: was written in Welsh.

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To Elsie

Trigemis 5.3.19

I can find no sense nor meaning out of death except, like breath, it is the way of all living things with its own rhythm.
I crave a meaning to ease my anguish that you were filled with life and now are not. Confused by
unexpected parting of our ways my mind grasps for resolution to make good, through some
redemptive purpose, the shortfall of your years.

And yet the scales of sorrow cannot be tipped so lightly. And if I were to follow your advice, I must simply sit in love
and cradle this weight, holding it gently in thanks for the vibrant, yarn well spun, your life, and this short stretch woven
here through the tapestry of mine.

Diana Threlfall

Alison Walther

Hold me to the breath. My thoughts they distract me - setting off on
wild journeys, like naughty children, quarrelling, making trouble. As
I try to focus on the breath my thoughts slip and dive and fly to a
distant place, from heaven to earth and back again in a single second.
My thoughts leap across the ocean in a single bound. They settle and
are still for just a fleeting moment, and then all around me they dance
and dart. No chains or locks or threats can quiet them. They slip from
my grasp and scatter and chatter - grabbing at my attention.
Thoughts be still, breath and prayer be my focus and my will.

Taken and adapted from *Just as I am - personal prayers for everyday* by
Ruth Etchells 1994

Always we hope
Someone else has the answer
Some other place will be better,
Some other time it will all turn out.
This is it.

No one else has the answer.
No other place will be better,
And it has already turned out.
At the center of your being
You have the answer,
You know who you are
And you know what you want.

There is no need
To run outside
For better seeing,
Nor to peer from a window
Rather abide at the center of your being;
For the more you leave it, the less you learn.

Search your heart
And see
The way to do
Is to be.

Lao Tzu



Elaine Young



Susannah Crump

It is with great sadness that we share the news that two of CMRP's much loved trainers have passed away - Elaine Young and Susannah Crump who both lived in the north east of England.

Elaine died in March as she lived surrounded by love, living consciously, and keeping her great sense of humour. Susannah died in June surrounded by the family and friends. She approached her living and her dying with deep dignity, attunement and awareness.

We are feeling the loss of these beautiful colleagues, co-journeyers, friends, co-teachers....they were both immensely skilled at the craft of teaching mindfulness.

We know that many of you reading this will have been touched by their teaching and their ways of being in the world. May there be ease in the midst of the sadness and grief.

Rebecca Crane



Maureen O'Callaghan

How to Take Inspired Action

Do you ever try to plan something to the letter; only to find that something unexpected happens and throws everything up in the air? Whether it's work plans or plans we make in our personal lives, life has a funny way of scuppering our best intentions.

When things in life are going our way, it feels good, but when something happens to derail us, we can feel all sorts of emotions, from disappointment, to frustration, anger, anxiety, and overwhelm.

The reason for this is our need to control situations and their outcome, especially if the situation stirs up negative feelings like anxiety and fear. But control is an illusion; the only thing you can really be in control of is your own reaction to a situation, and the action you take as a result.

The importance of awareness

When you find yourself in an unexpected difficult situation, it's important to take a moment and give yourself some breathing space before you make a decision about what you're going to do next. Be aware of how you feel. Do you feel sad, angry, or frustrated? Acknowledge this. You might have felt these feelings so often that you've forgotten what they truly feel like. Allow yourself to just be with your feelings and to see them for what they are, even though this may be uncomfortable. This awareness gives you some much-needed space and being mindful grounds you in the present moment when you start thinking about things that have happened in the past, or trying to control a situation that may or may not happen in the future. It can also help to ask yourself these questions:

What is it that I believe when I'm feeling like this?

Is this belief true?

What would my life be like if I didn't have this belief?

Taking inspired action

Awareness and mindfulness are about what is present in each moment, and from a place of being aware and mindful, it is more likely that we'll take inspired action. Inspired action is action we take when we're choosing what our actions are inspired by. Every action we take is inspired by something, whether it's habit, compassion, greed, or desire. Being aware and mindful helps you to make conscious choices about what inspires your actions. It might be that you mindfully decide to let go of a habit that no longer works for you, or you give up rushing through your life at 100mph and slow down and smell the flowers, either way, being truly aware can transform your life.

Inspired action feels good, but it's not always comfortable

You might have to follow a course of action and simply trust that it's right, and fight your mind's desire to plan and control every aspect of what happens along the way. It's not easy, but when your actions come from a place of deeper awareness and knowing, they are more aligned with who you really are, and you get to experience the true peace that comes with that.

Maureen O'Callaghan is a Member of the Chartered Management Institute and has an MSc in Mindfulness-Based Approaches. She works with organisations, teams, and individuals to create less stressful working environments, improve team working, enhance performance and productivity and develop leadership and management skills. For more information visit <http://www.mocallaghan.co.uk> or e-mail maureen@mocallaghan.co.uk.



Inward Bound Mindfulness Education: Retreats for Young People

"These are the shoes of someone who feels lost in the world".

"These are the shoes of someone who uses substances to escape".

"These are the shoes of someone who finds it hard to make a connection with anyone".

A group of young people from around the UK are standing quietly in a circle in a sunlit room surrounded by woods in the South East of England. One by one, they place their shoes into the middle of the circle. The quiet is respectful and accepting. The masks so usual to teenage existence have dropped. The 'real world' of screens and likes and notifications feels very far away. A magic time of authenticity, caring and peace is unfolding. And this is only the first day. The next five days will see laughter, tears, fun, silence, truth, friendships and young people opening up to each other as they maybe never have before. This brave group of young people aged 15-19 are taking part in iBme UK's second mindfulness retreat for young people. "Before going, I was hesitant of the whole idea, not really seeing a way through things I have dealt with," said a young woman, aged 17. "When I came out, however, I was able to confidently, and with pride and certainty, manage difficult situations with my family and friends".



iBme stands for Inward Bound Mindfulness Education and is pronounced 'ibe me'. iBme retreats for teens have been running for 10 years in the US, seeing some 4000 teens experiencing profound change in their day-to-day lives. Jen Shackleford, director of iBme UK, went to the US to see what all the fuss was about. "I was bowled over why what I witnessed. I thought, we need this in the UK".

It's a fairly demanding schedule – no phones, no technology of any kind, and daily periods of silence. The young people wake up each morning at 7, in silence, and make their way – some still half-asleep – to the meditation hall for a 30-minute silent sit. The day unfolds with breakfast in silence, community chores, mindful movement, sitting meditation, walking meditation, small group meetings, lunch, free time, workshops, dinner, kindness meditation, wisdom talks, more small group meetings, one final meditation for good luck, and lights out at 11. Phew!

Inward Bound Mindfulness Education: Retreats for Young People

continued



by his/her peers. The questions often nudged the young person to degrees of openness that were deep and very cathartic. "I was able to open up and talk about what really concerns me", said Matthew, 18. "With adolescents what is so helpful is seeing that they are not alone, and having this authentic intimacy with their peers", says Jessica Morey, director of iBme in the US.

And there's time for fun, too. Different workshops are offered every day, including art, crafts, games in the woods, dance and authentic connection. Mindful movement is a daily offering to help the teens connect more positively with their bodies. A parent said of her daughter: "she went to the retreat carrying a lot of different worries and negative beliefs about herself, others and the world and returned a lighter, brighter, happier and more rounded, compassionate person".

When parents of the teens were asked if they'd encourage their children to return this year, 100% said yes. "I truly feel that the retreat was a turning point for my daughter; in believing change was possible and it was within her to do it for herself", said one mum. Another parent said of her daughter "she left feeling like she has a core purpose, meaning and centre from which she can orientate her life". The third iBme UK retreat will take place 28 July to 2 August at the Kentish Hill Centre, Tenterden. See the website <https://ibme.org.uk> for more information.

This is the start of something big and real and vital. Watch this space.

by Kate Sudweeks



Safeguarding: "May We All Be Safe"

- written by Sarah Miliband

Understanding Safeguarding in the Context of Mindfulness-Based Teaching, Training and Supervision:



Safeguarding is all about protecting children and adults from harm, abuse or neglect and educating those around them to recognise the signs and dangers. The Mindfulness Network has just launched its new Safeguarding Policy and Procedures and we're making a commitment to creating a culture within our organisation that prioritises safety for everyone. The Mindfulness Network is regulated by the Charity Commission and we've been developing our Safeguarding Policy and Procedures in line with the Commission's updated safeguarding guidance, which has been written to help charities and their trustees to better understand the legal duties connected with protecting people (<https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>).

As mindfulness teachers, trainers and supervisors, we're aware of the need for conducting an orientation and assessment process with potential participants so that we can ensure that the journey through an eight-week course will be a safe and wise choice for each person. We also know that creating a learning environment that allows participants to feel a simultaneous sense of safety and vulnerability is part of a set of core skills needed by mindfulness-based teachers (as seen in Domains 2 and 6 of the Mindfulness-based Interventions Teaching Assessment Criteria <https://www.bangor.ac.uk/mindfulness/MBITAC.php.en>). As we orient potential participants to the journey ahead and in co-create the group learning environment, we're attending to safety as it relates to the internal world of each participant and to the world that we're creating together in the group.

Some of the people taking part in a mindfulness course – and those associated with them – may be vulnerable in other ways, including by being at risk of experiencing harm, abuse and neglect. Good Practice in Safeguarding requires us to grow our awareness of safety in the wider world in which participants – and those in connection with them – are living. It requires us to understand the responsibility we have as teachers and supervisors to take action when we're concerned about harm, abuse and neglect. Safeguarding is covered by both UK and international legislation. Although we don't need to be experts in the details of these laws, we do need to know that we have a Common Law Duty of Care to anyone we come into contact with who is vulnerable and at risk of harm, abuse and neglect. In fact, this Duty of Care is something that we all have to each other as human beings, irrespective of our professional role.

The UK Network for Mindfulness-Based Teacher Training Organisations sets out the requirements for teachers, trainers and supervisors to adhere to the ethical framework appropriate to their professional background and working context. For those who belong to regulatory professional bodies, this will mean working in accordance with the Safeguarding Policy of this organisation (e.g., for psychotherapists who are members of UKCP this will be

<https://www.psychotherapy.org.uk/wp-content/uploads/2018/07/UKCP-Safeguarding-guidelines-2018-5.pdf>). For those who teach in community settings and who aren't members of a regulatory body, the process for taking action in relation to Safeguarding concerns may seem less clear. We're hopeful that raising awareness of Safeguarding in mindfulness-based teaching will help both teachers and supervisors in these sorts of settings to know how to raise and report concerns appropriately. The UK Network of Mindfulness-Based Teacher Training Organisations has recently produced a Code of Conduct that includes a section on managing risk.

<https://www.ukmindfulnessnetwork.co.uk/wp-content/uploads/2017/04/UK-Network-Code-of-Conduct-V1-March-2019.pdf>

Whilst we've been developing our Policy and Procedures in line with the requirements of the Charity Commission, the Mindfulness Network sees Safeguarding as something that is deeply rooted in Good Practice and the ethical principles at the heart of mindfulness-based approaches. The introduction of our new processes for **Raising and Reporting Concerns** has led to some deep reflecting on themes of empowerment, the importance of respecting other people's life choices and questions about policing people. By raising awareness amongst our supervisors, teachers and trainers, the Mindfulness Network has been keen to highlight the role of Safeguarding in preventing harm from occurring. In many situations, raising awareness of the signs and symptoms of harm, abuse and neglect can lead to additional support and resources being made available to those who may be at risk.

Safeguarding: "May We All Be Safe" continued



We've also been asking our teachers, trainers and supervisors to share examples of situations where they've come across Safeguarding issues and some of their experiences are included below. Perhaps you might like to consider if there is something to be concerned about in each example...remembering the Duty of Care, you can then reflect on what action, if any, you might take as a result:

"I was teaching an evening course for the general public in my local community centre. I nipped to the loo before starting the session and I overheard a 16-year old girl telling a friend that her older brother was going to kill her, because she'd been seen kissing a boy in the street – she was very distressed..."

"I was teaching at a Parenting Project and the parents of an 18-month old with additional needs told me that they were finding looking after their toddler very challenging and that the only way to unwind was by smoking cannabis everyday..."

"I was teaching mindfulness to a group of adult carers who were all looking after someone with dementia. In week four, during the Unpleasant Events Calendar exercise, one of the carers said that an unpleasant event from the week was being slapped by the family member they care for..."

"I was supervising a new teacher – I didn't know them well and we were early in our supervision relationship. They came to a session with scratches and scrapes on their face..."

A key aspect of Good Practice in Safeguarding is attending training every three years, so that whether we're teaching, training or supervising, we can ensure that our skills and knowledge in Safeguarding are up to date. As part of our commitment to creating a culture within our organisation that prioritises safety for everyone, the Mindfulness Network has designed a Safeguarding Workshop which is being offered on 20th March 2020, as part of our CPPD programme. This Workshop has been designed especially to meet the learning needs of mindfulness-based teachers, trainers and supervisors – you can find out more and apply here: <https://www.teach-mindfulness.org/course-information/?id=706>.

There are several other ways of accessing training in Safeguarding:

- the Social Care Institute for Excellence offers on-line courses (<https://www.scie.org.uk/e-learning/safeguarding-adults>)
- if you are a member of a professional body (e.g., UKCP, BACP, RCN) you can contact them to find out about whether they are offering training in Safeguarding
- if you are a member of a voluntary organisation, you can contact your local County Voluntary Council (CVC) or Voluntary Action Centre to find out about their training courses (e.g., in Devon this would be: <http://www.devonva.org/>)
- you can contact your local social services department (e.g., in Swansea this would be: <http://www.swansea.gov.uk/contactsocialservices>)
- you can look for events local to you that are part of National Safeguarding Awareness Week (e.g., <https://www.safeguardingadultsyork.org.uk/news/2019-safeguarding-week/>)

We hope that this article has helped you to reflect on your own practice in relation to Safeguarding. If after reading it you recognise that you need to take action because you are concerned about a child, then you can contact your local social services office or call the Police. You may also contact <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>.

Or if you have concerns about an adult, you can contact your local social services office or call the Police. You may also contact <https://www.ageuk.org.uk/>.

Sarah Milland is a mindfulness-based supervisor and retreat leader for the Mindfulness Network.

Respecting the Heart and Creating Solid Foundations

They worked over the hewn hunks of stone. Stone masons of many years' experience toiling day after day. The first telling anyone who will listen about the dust, sweat and calloused hands, spinning stories of how hard the work is. His companion passes the tedium of the day by remembering that he is earning good money to keep a roof over his head and to feed his family. A third mason cuts his stone with silent care and attention, knowing he is breathing life into the foundation of a beautiful cathedral. He works with love and respect for the materials entrusted to his skilled hands, diligently crafting a contribution for the community for many years to come. Which mason are you now?



The attitudinal foundations (Kabat-Zinn, J. (2013). *Full Catastrophe Living: using the wisdom of your body and mind to face stress, pain and illness.* (2nd edition). London: Piatkus) or attitude in the IAA model (Shapiro, S.L., Carlson, L., Astin, J.A., & Freedman, B. (2006). *Mechanisms of Mindfulness. Journal of Clinical Psychology*, 62, 373 - 386. doi:10.1002/jclp.20237) are key to our practice of mindfulness.

The importance of approaching practice (and life) with trust, patience, beginner's mind, non-judgment, non-striving, letting go, and acceptance is an oft-repeated reminder during the 8-week course. But, perhaps practice is simpler than all of these words.

Perhaps embracing experience with love and respect is all that is required. Softening our 'efforting' to be mindful allows us to hold experience, and those we meet, with a gentleness that honours their heart and integrity with dignity and respect. Perhaps this is a way to meet our expectations, biases and assumptions, and to dissolve the barriers to diversity and inclusion. Moving away from the 'learnt rules' of how we 'should' practice towards a softer engagement with our experience beyond our self-imposed filters. Working the stone of our expectations, biases and assumptions into a solid foundation for our practice with all the care and attention of a wise stone mason.

Gill Johnson
June 2019
mindfulelephant.com



When You Are Mindful...

When you are mindful, what do you notice?

When I am mindful,
I notice people.
Surprisingly,
my stories about them disappear.

When I am mindful,
I am able to listen.
Surprisingly,
hum-drum noise of life disappears.

When I am mindful,
I am always at the right place.
Surprisingly,
urge to be somewhere else disappears.

When I am mindful,
I don't need any answers.
Surprisingly,
even questions disappear.

When I am mindful,
I still exist.
Surprisingly,
all my worldly identities disappear.

When I am mindful,
I get to meet my real self.
Not surprisingly,
all my masks disappear.



Kusum Mongia

Medical Student Health and Why this Matters

Nicola Rowles

Coping with stress is a vital part of medical training with research consistently documenting the significant prevalence of stress, anxiety and depression amongst medical students when compared to the general population. The inability to cope with the substantial demands of medical training during academic and clinical years results in "a cascade of consequences," that impact adversely on personal wellbeing, with implications for professional development and the provision of compassionate care. Indeed the personal growth and wellbeing of future doctors are critical but often-neglected aspects during medical training and are also lacking within patient-centred NHS professional guidelines. There is a compelling need to address medical student health with early intervention to foster wellness, and curricular tools are needed to improve stress management in the education of medical students. Promoting self-care may be seen as investing in the wellbeing of doctors in training and that of their patients.

Mindfulness training (MT) for medical students may be considered preventative medicine, designed to improve coping skills and reduce distress. Active participation is invited, for learning, growing, healing and personal transformation through connecting with our inner resources, and offers a way for supporting medical students' health, which may also strengthen the medical process. As well as medicine focusing on the disease process, such participatory medicine may be viewed as a partnership that honors the patient as a whole. Patients able to mobilize these resources are invited to re-integrate themselves, the patient as a person, into the care process, and are guided towards greater enablement and increased quality of life. In this way, medical students fostering healing may also be healed in the process of their clinical work.

Interest in MT is growing within medical schools to promote the wellbeing of medical students, and is becoming integrated as part of the curriculum, or offered more usually as an elective. The process of scientific enquiry to date has focused mainly on quantitative studies, with a recent literature review revealing that MBAs were found to be effective for reducing psychological distress in medical students.

I was fortunate to be introduced to Dr Alcia Malpass and to be invited to co-teach the 8-week MBCT course offered as a module to second-year medical students at Bristol University, and which also included a reflective assignment on their experience of mindfulness practice and learning. Assignments were thematically analyzed in a study to draw out the direct qualitative experience; the participants' perceptions of the mindfulness process as a way of discovering what may or may not have been of value to medical students in relating to their challenging work. By staying close to the data the analysis enabled the process behind these improvements to be explored to support the cognitive capacity of medical students in their stressful learning environment. My medical background was also acknowledged, as I recognised the voice of shared narrative during this inquiry, which led me to see the value of qualitative analysis in contributing experiential understanding and insight to the research base. I am grateful too for the skilful guidance and support of Dusana Dorjee and Rebecca Crane during this process, and also for the encouragement of Karunavira within my teaching.

So what were the findings? Six main themes emerged, waking up to automatic pilot, gaining perspective, coming to the body, self-care strategies, challenges and cautions of practice, and meta-perspectives. Results were placed in the context of existing theory and research as discussion conceptualized how students developed a new understanding of distress, and how mindfulness supported them in managing stress more adaptively. Whilst full details of results and findings of this study may be found through the CMRP a few aspects are now chosen that stand out for me.



Medical Student Health and Why this Matters

continued

The core vulnerability was a particularly relevant finding and identified the strongly rooted cause of distress amongst students pursuing a medical career.

The effects of striving for success and avoiding failure were an overarching finding within all themes, and related to processing experience on autopilot. Medical students recognised this tendency to rely on automatic pilot as they attempted to cope with heavy pressure of external demands which interacted with internal demands they placed on themselves, and served to compound their distress. Furthermore the experience of being a medical student was described as "isolating", and finding the group enriched participants' learning through discovering they "were not alone" in their distress demonstrated its central role in normalizing experience.



Three processes were identified which under-laid improvements in students' wellbeing with implications for professional development. These were stress (appraisal and reappraisal), coping (adaptive self-regulation strategies), and mindfulness (the pivotal influence of). Each of these processes interfaced with each of the six themes, and their interplay was seen supporting the cognitive capacity of students for managing stress within medical student life.

Importantly mindfulness was seen to help students develop improved coping processes mediated by the subsequent reappraisal of stressful experience. Findings demonstrated the development of various skills enabling self-monitoring and adaptive strategies to be implemented for self-care, as they came to understand the difference between this and their own maladaptive reactivity. Early warning signs of stress were recognised, and influenced the perception and reappraisal of threat. Improved cognitive flexibility was suggested as students developed the ability to implement proactive coping strategies to reduce the momentum of stress cycles and enable more constructive responding. Mindfulness may be inferred to be the key process facilitating improved resilience through the perception and reappraisal of stress, balancing awareness of this, and improving the capacity for coping. Indeed, improving self-awareness and self-regulation promotes and expands care of self to that of their patients, and may thus be considered a high level clinical skill. It follows that healthy medical students make healing doctors, and attending to the self of the medical-student ultimately benefits us all.

I have thoroughly enjoyed this research process and hope it strengthens the case for the value of mindfulness training offered within medical education where I hope to continue my teaching journey with medical students and cancer patients.

I end with the medical student voice and the recommendation of mindfulness as "a personal skill that can protect our mental wellbeing in advance, exist to call on in times of need, and inspire us to reconnect and live our lives," and hopefulness for the future where "mindfulness [may be] further integrated into the curriculum in medical schools, and encouraged generally as a preventative strategy rather than as a solution for those of us who have already been suffering for some time" (Lily).



Implementing MBCT

Between 2014 and 2016 the ASPIRE Project collected data on how MBCT was being delivered in the NHS and learned about how to successfully get MBCT embedded within a service. In April 2017, the Final Report for the ASPIRE project was published. Findings from this report have been used to create this web guidance.
<http://www.implementing-mbct.com>

Mindfulness-based cognitive therapy (MBCT) is an effective treatment that helps people with recurrent depression stay well in the long term.

There is a substantial interest in MBCT with many people asking how best to start offering MBCT.

What is the ASPIRE Implementation Guidance?

This guidance aims to help translate this interest in MBCT into improving access to high quality MBCT.

It is a set of resources to guide people who are involved in making MBCT available and in closing the implementation gap.

Who is guidance for?

People who are already offering MBCT

People who are starting or setting up an MBCT service

This could be MBCT teachers, service managers, commissioners, patient/carer advocacy groups.



Rebecca Crane

Schools out for summer! May 2019

This photo was taken when we had just come to the end of our last day of Teaching Module 1 on the Masters course. It was the end of our assessment weekend so we were probably a little demoralised! Our photo celebrates our last day together as a group – what strong bonds can be formed when we have an opportunity to work with like-minded people. For me personally, it also reminds me of our year-long experience together; learning, laughing, supporting and encouraging each other as we built our common humanity.

After this photo we went our separate ways, nourished and sustained by our shared experiences, support and friendships – another step towards mindfulness teaching.

Michele Pipe



The Mindfulness Network and The Centre for Mindfulness Research and Practice offer huge congratulations to Helen Marsh, Heather Murray, Claire Louise Symonds and Margaret Smith for passing the Mindfulness Teachers Professional Pathway module at Bangor University and attaining certification as Competency-Assessed Teachers. Rebecca Crane and Alison Evans held a heart-warming virtual graduation ceremony to mark the gateway. We wish them well and hope to stay in touch as they continue along their paths.



Friends of Bangor EVENTS

The following two events are planned and filling up quickly. If you are interested in coming, we advise to book your place quickly.



Ciaran Saunders



Gill Johnson

Specialist Day with Ciaran Saunders

18 October 2019

Multi-dimensional Mindfulness

We are happy to be able to announce that Ciaran has offered to run another masterclass this autumn.

Venue: 24 Greencoat Place, London

Time: 10:30 – 17:00

Cost: £30 members; £50 non-members. Donations most welcome!

Facilitator: Ciaran Saunders

Gill Johnson will support this event. If there are any areas that you would particularly like to cover during the day, please email Gill via info@friendsofbangor.org

This Day will be an opportunity to deepen our Mindfulness practice with reflection inspired by the discussion in MBCT for Depression (2nd edition) of the driven-doing mode of mind: "The broader sense of the present, in what might be called its full multi-dimensional splendour" is missed (p. 71).

The event is offered in the same spirit as all mindfulness-based approaches with the intention to co-create our time together. We offer a Forum for personal formal practice, reflection and a chance to investigate themes that are current for you in your mindfulness practice/teaching. We hope that this time will also allow you to connect with others from your local mindfulness network and build links with CMRP and Bangor University. We look forward to re-connecting with old friends and welcoming new ones.

Specialist Day with Ali Lambie 14 March 2020

Mindfulness Self-Compassion

We are happy to be able to announce that Ali has offered to run a masterclass for FoB next spring.

Venue: Oxford Quaker Meeting House, 43 St. Giles, Oxford OX1 3LW

Time: 10:00 – 16:00 (arrivals from 0930)

Cost: £30 members; £50 non-members. Donations most welcome!

Facilitator: Ali Lambie

Gill Johnson will support this event. If there are any areas that you would particularly like to cover during the day, please email Gill via info@friendsofbangor.org

Ali will offer a day workshop introducing you to key themes and practices of Mindful Self-Compassion so you will leave with a sense of how to practice self-compassion in daily life, understand the science of MSC, begin to motivate yourself with kindness rather than criticism and handle difficult emotions with greater ease.

The event is offered in the same spirit as all mindfulness-based approaches with the intention to co-create our time together. We offer a forum for personal formal practice, reflection and a chance to investigate themes that are current for you in your mindfulness practice/teaching. We hope that this time will also allow you to connect with others from your local mindfulness network and build links with CMRP and Bangor University. We look forward to re-connecting with old friends and welcoming new ones.



Ali Lambie



Support for Integrity in Teaching and Training



Dr Sophie Sansom

Community is something that speaks to the heart of most mindfulness teachers. Our practice leads us to a greater awareness of our common humanity. We all get stressed, we get scared, we worry. We all generally want to be happy, love, feel loved and have peace of mind; it is part of the human condition. Through practice we also become aware that the quality of our lives is directly related to the way we act and react; to other people, that we are fundamentally interconnected, and that competition and personal gain therefore make little sense. These realisations are, however, strikingly easy to forget as we go about our day to day lives, especially our professional lives – even as mindfulness teachers. Reminding ourselves of this is a practice and this practice forms the foundation of the SiTT (Support for Integrity in Teaching and Training) Community.

Our modern day lives seem to conspire against our desire to connect as we live in large and largely disconnected communities. The increasing engagement with technology and our virtual worlds can leave us feeling isolated and alone. We listen to group after group describe the value of coming together to practice weekly during the courses we teach. We purposefully work to build and develop their connections and sense of belonging, all the while positioned on the edge of these relationships. By coming along to a SiTT Group, teachers can become part of a local community that adhere to UK good practice guidelines. The groups come together monthly to sit and reflect on teaching and personal practice around themes, such as the domains of the MBI-TAC or the attitudinal foundations. These meetings offer kindness, support and inspiration along the journey of personal and professional development.

While monthly meetings support connections between teachers working closely with one another, either by geography or by specialism, Community Days bring together teachers, trainers and trainees applying mindfulness across a range of fields and locations. This creates a bigger container for learning and connection. Workshops focus on mindful communication, community building and peer reflection on teaching and practice. Community days are also an opportunity for members to get updates based on shared learning from the community. Peer-led retreats and practice days bring mindfulness teachers together to work cooperatively. The ethos is of shared contribution. Everyone takes responsibility for guiding practice, facilitating sessions, cooking, clearing and all other aspects of leading the retreat. Turning towards the challenge of co-leading a retreat is a wonderful opportunity to work with our own habitual patterns and to connect more deeply with self and other.

Developing community in the secular field is a project of the heart. SiTT group membership and monthly meetings are all completely free and donations towards organisational costs are welcomed. Members of the SiTT community work together by taking turns to facilitate, finding or offering a space to meet or by bringing along the biscuits for the tea break! All we really ask is that you come with an open heart and a willingness to be part of a community that is mindful, heartful and of value to us all.

The SiTT group meetings

The established group are meeting regularly and new groups are forming in London, Cambridge and Sussex. If interested in any of these, or in coordinating a group in your local area, please get in touch with Dr Sophie Sansom sittmindfully@gmail.com

Bangor University CMRP and The Mindfulness Network calendar

Open Sessions / Come and Meet Us!

Come and meet the CMRP team on one of our open sessions. It's a chance to find out more about our teacher training options and find out which course is right for you. We have Open Days each year where you can come and meet the Centre for Mindfulness Team.

We will have mindfulness practices together and also presentations on the trainings that we offer, with plenty of time for discussion. To see the dates visit our webpage
<https://www.bangor.ac.uk/mindfulness/open-days.php.en>

Online Open Sessions

We offer online open sessions each month – you can simply log on and connect with one of our CMRP team to have a short mindfulness practice and, if you wanted to stay on, find out more about the Masters or Teacher Training Pathways. We host these sessions through zoom, to find out more about the dates and how to join, visit our webpage
<https://www.bangor.ac.uk/mindfulness/open-days.php.en>

Teacher Training Level 1 Retreats and Courses

Seven-day Teacher Training Retreat (Level 1), 20-26 July 2019 – 27 Jul 2019 at Trigonos (Caernarfon), with David Sharland, Christine Sherriff

Seven-day Teacher Training Retreat (Level 1), 04-Jan-2020 – 11-Jan-2020, Trigonos, North Wales, with Eluned Gold, Bethan Roberts

See the Mindfulness website for more dates in 2020
<https://www.teach-mindfulness.org/calendar/>

Teacher Training Level 2 Retreats

Seven-day Teacher Training Retreat (Level 2), 07-Sep-2019 – 14 Sep 2019 at Trigonos (Caernarfon), with Rebecca Crane, Bethan Roberts

Seven-day Teacher Training Retreat (Level 2), 25-Jun-2020 – 01-Jul-2020, Trigonos, North Wales, with Eluned Gold, Bridgette O'Neill

See the Mindfulness website for more dates in 2020
<https://www.teach-mindfulness.org/calendar/>

Workshops

Three-day Supervision Training, 18-Sep-2019 – 20-Sep-2019, The Queen Hotel, Chester, with Alison Evans

Educational and Supervisory Frameworks Informing Mindfulness-based Supervision, 10-Oct-2019, Greenwich Place, London, with Alison Evans

Moving Cities – A One Day Workshop Exploring Cities Awareness, 11-Oct-2019, Greenwich Place, London, with Colette Power

Two-day Inquiry Workshop, 08-Nov-2019 – 09-Nov-2019, Greenwich Place, London, with Karen Smith

See the Mindfulness website for more dates in 2020
<https://www.teach-mindfulness.org/calendar/>

Specialist Teacher Training

Five-day Specialist MBCT Training, 3 – 6-Feb-2019 at Trigonos (Caernarfon), with James Doherty and Alison Evans

Five-day Specialist MBSR Training, 4 – 8-Mar-2019 at Trigonos (Caernarfon), with Rebecca Crane and Bethan Roberts

Five-day Specialist Teacher Training Mindfulness-based Cognitive Therapy for Cancer (MBCT-C), 31-May-2019 – 01-Jun-2019 at Trigonos (Caernarfon), with Irish Bartley, Colette Power

Supervision Training

Three-day Supervision Training, 18 – 20-Sep-2019, at The Queen Hotel (Chester), with Alison Evans

Mindfulness Retreats

Stillness in the Heart of the City: A Mindfulness-based City Retreat:

Intra-residential led by Sarah-Jayne, 26-28-Jul-2019 at Greenwich Place, London. This retreat is an opportunity to deepen and refresh your mindfulness practice. It is ideal for those who have never been on a retreat before, or for more experienced practitioners whose home commitments make it difficult to go on residential retreat.

Foundations of Mindfulness: A Five-day Retreat led by Alison Evans and Jake Dartington, 5 - 9-August-2019 at Ackworth School, West Yorkshire. This residential will be structured around the four ways of establishing mindfulness as expressed within Buddhist philosophy. It will provide an opportunity to deepen your engagement with the core mindfulness meditation practices, and to explore the theoretical understandings that underpin eight-week courses such as MBGP/MBCT.

Coming Back Home to Ourselves: A Seven-day Silent Retreat led by Rebecca Crane and Jake Dartington

19-25 August 2019 at Ackworth School, West Yorkshire. This residential retreat will be held mostly in silence. Within that, there will be periods of guided and unguided sitting, lying, walking and mind of movement practice, opportunities for informal practice, and meetings to explore your first-person experience with the teachers.

Staying Mindful: A Five-day Retreat, led by Anne Griffiths and Sarah Willbond, 30-Sep – 4-Oct at Trigonos, North Wales

This five-day retreat is an opportunity to support, inspire, deepen and/or develop a regular mindfulness practice. Although the retreat will have extended periods of silence, there will also be periods of enquiry into practice and some paired and group work.

Mindfulness and Compassion Retreats and Courses

Foundations of Mindfulness: A Five-day Retreat, 5 – 9-Aug-2019 at Ackworth School (West Yorkshire), with Alison Evans, and Jake Dartington. **Mindful Self-Compassion: Five-day Residential Training**, 26-Oct-2019 – 31-Oct-2019, Emerson College, East Sussex, Ali Lambie, Colette Power. For more information, visit <https://www.beach-mindfulness.org/calendar/>

Mindfulness-based Compassionate Living (MBCL)

Compassion is the capacity to be sensitive to the suffering of ourselves and others and the willingness to relieve and prevent it (Paul Gilbert, 2004). Although it is a capacity inherent in all of us, for many reasons it does not always come to flourish. Research increasingly shows that self-compassion – i.e. kindness – key to mental health and goes hand in hand with greater openness and empathy towards others. Fortunately, it can be learned, developed and deepened through practice.

Mindfulness-based Compassionate Living (MBCL) is a mindfulness-based programme that supports the development and training of (self-) compassion to enhance physical, emotional and relational health and well-being. **Mindfulness-Based Compassionate Living Residential Teacher Training Programme**, 14-Oct-2019 – 20-Oct-2019, Emerson College, East Sussex, Eric Van den Akker, Bridgette O'Neill.

The course is suitable for anyone who has completed an eight-week mindfulness-based course (MBGP, MBCT or equivalent) and is interested in exploring compassionate practice. It is particularly intended for those who have a professional interest in the applications of (self-) compassion.

To find out more, please see the course listing on
The Mindfulness Network website at

<https://mindfulness-compassion.org.uk/course-information/?id=594>

