

FEEDBACK from Intervention participants

*“Thanks for the meditation yesterday, it really energised me for the planning day.
I always need a nap for 20-40mins after doing something like that!”*

In terms of how we could build it into our teaching:

- *East Bank as a space is exposed and even when we were meditating yesterday there were sounds of people moving around which could cause distraction.*
- *I liked how you explained that we should not worry if our minds were full and that we should embrace that - which helped especially when aligned with the above comment.*
- *The movement at the start and end was great, especially the rotation/stretches. - more of that would be nice.*
- *Something like this would be great to run with students before a presentation or even at a briefing, close to hand-in/during Make the Grade.*
- *Giving more context at the start of the session would be useful (especially for student facing), why following our breath, slowing down and being calm is important to us on different levels.*
- *Could you start by running cross-school sessions, a series of workshops?*

There is a lot of potential with this idea and ways it can be embedded into sessions and thinking about how it can aid how we manage ourselves in the spaces we work in.

My meditation is my morning swim, I was thinking could you develop a workshop of bringing meditation into your day.

I was thinking it would be nice to see staff/students using these techniques to keep them focused/ staying calm and seeing meditation as something that can be part of everyday and done at a time that is right for you”

Participant 1

maybe having more spaces available to do short meditation inside/outside building will be great.

Not sure how to integrate to the course, apart from meditation workshop? so students/teachers can join in regular base.

Participant 2

I think it challenging to bring meditation into the rooms here at EB as they are quite noisy. I could hear someone teaching while meditating and tuned more into them - especially when they said dropping an armhole by 9cm wasn't much! With students that have ADHD it would be challenging in this environment. Maybe getting people to be aware of their bodies but in the context of wearing clothing - but is that meditation?

Participant 3

- comfy quiet space is important, no distraction
- students can't be forced into it, it needs to be a choice.
- could a student run a session?
- it would need to be regular so that they can build on it and make it work for them at the points when they really need it ... around submissions maybe.
- small groups would work better?
- recordings are a nice idea, then they can access it when they need it, at a time which works for them.
- * lovely session! such a calm voice!
I need to practice!

Participant 4.

• training as part of our skillset.

• educators skillset

• clearing stereotypes / debunking myths

• removing expectations

I think it would be useful as
part of our training to be
mindful & compassionate
educators.

Participant 5.