A Way of Work

Attention and Non-Duality

As a human being I can be aware of myself *being aware* of myself. Sustaining this, I can be aware of others and what we are doing together.

I can divide my attention in three directions simultaneously: inward, outward, and on the space around. With practice, I can think, sense, and feel while "seeing" in all three directions. Such an amazing ability! But does this ability have a purpose or usefulness beyond itself?

When I meet someone, I ask, "who is she?" then "what does she do?" When I find something, I ask, "what is this?" then "what does it do?"

Join movement meditation specialist and street-cognitive therapist James Tomarelli and Friends in a body-centered bare-attention break-on-through workshop to answer the perennial questions: "Where am I?" "What am I?" "How am I?" "Who am I?"

Workshops have three fields of work

- 1) Letting go and opening up: By intentionally invoking gravity, breath and the organic sensation of life inside a field of active attention, we will re-member and re-experience preverbal states of relaxation, posture, and breath while integrating and deepening the three body-mind actions of seeing, feeling, and sensing.
- 2) I sense therefore I am: Getting beyond the Cartesian paradigm, we will use active attention and Movement Meditation to lock-in the body-mind actions of seeing, feeling, and sensing creating a dynamic field of threefold consciousness.
- 3) Empirical mysticism and the science of collective being: In a mutually created field of collective presence and spiritual collaboration, we will experience the embodiment-transcendence paradox* using Gurdjieff Dance and Ritual Movement to evoke a mystic field of nonduality without dissolving our unique personal sense of embodied presence. Within in these fields, the dance arises.

Join us!

* *Cf.* Cohen, J.A., Laskowski, C., and Rambur, B. The experience of movement meditation: a dance of rhythmic paradox and time. "International Journal For Human Caring," 2008, Vol. 12, No. 3, p. 71