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| Activity based mindfulness |
|  |
| Focus on the easy exercises |
|  |
| Key element of mindfulness: participation |
|  |
| Mindfulness is best when having fun |
| Fun makes mindfulness relaxing |
|  |
| More difficult to do if not involved |
|  |
| Need for external input |
|  |
| Preference for mindfulness with other people |
|  |
| Need for external input |
|  |
| Just listening is not enough |
|  |
| everyone finding the same exercises tricky |
| First impressions difficult due to other factors i.e. nervous |
|  |
| Mindfulness prohibited by nervousness |
|  |
| Timing of introduction to mindfulness |
|  |
| Teachers doing it too soon |
|  |
| Mindfulness weird at first |
|  |
| Just sitting – not enough |
|  |
| Uncertainty of why do mindfulness |
|  |
| Not going to help |
|  |
| Apprehension |
|  |
| Uncertain if doing it right |
|  |
| Mindful exercise right or wrong |
|  |
| Teachers not explaining enough |
|  |
| Mindfulness as relaxation |
|  |
| Use of familiar activity |
|  |
| Change of relationship with mindfulness over time |
|  |
| Realisation of purpose |
|  |
| Surprise at usefulness |
|  |
| Realisation of it helping |
|  |
| Importance of participation |
|  |
| Importance of getting involved |
|  |
| Importance of other people |
|  |
| Being involved |
|  |
| Distraction from thoughts |
| Usefulness of external input |
|  |
| Distraction |
|  |
| Focus on fun |
|  |
| Distract from negative emotions |
|  |
| Focussing makes it different to distraction |
|  |
| Use of external input |
|  |
|  |
|  |
| Focus helps to relax |
| Replace thoughts with external input |
|  |
| In my own little world |
|  |
| Helpful to relax |
|  |
| Being free |
|  |
| Unsure when explaining mindfulness |
|  |
| Confusion |
|  |
| **Participation easier** |
|  |
| Observing |
|  |
| Using activity as first aid |
|  |
| Using activity to deal with unwanted emotion |
|  |
| Focus on one thing |
|  |
|  |
|  |
|  |
|  |
| Able to act differently after mindfulness exercise |
|  |
| Mindfulness is the activity |
|  |
|  |
| Distracting from thoughts |
|  |
|  |
|  |
| Just myself in the moment |
|  |
|  |
| Slowing thoughts |
|  |
|  |
|  |
| Mindfulness as calming |
|  |
| Doing a mindfulness activity |
|  |
| Use to manage anxiety |
|  |
| Doing activity means calmer after |
|  |
| After mindfulness can deal with difficult task |
|  |
| Need for practice |
|  |
| Prescribed by someone else |
|  |
| Using mindfulness to calm anxiety |
|  |
| Slowing down thoughts |
|  |
| Dealing with crazy thoughts (chaotic?) |
|  |
| Absence of thoguths |
|  |
| Feeling relaxed |
| Distraction from negative thoughts |
|  |
| Need for practice |
|  |
| Avoiding judgements |
|  |
| Doing it voluntarily |
|  |
| Breaking free |
|  |
| Need for practice |
|  |
| Searching for calm |
|  |
| Dealing with what is there and not the associations |
| Shifting focus |
|  |
| Staying with the external rather than internal thoughts |
|  |
| Importance of participation |
|  |
| Observing feelings |
|  |
| Uncertainty of concept |
|  |
| Use of mindfulness language |
|  |
| Weird |
|  |
| Just focusing on feelings feels not enough |
|  |
| Insight into feelings |
|  |
| Mindfulness ac calming |
|  |
| Experiential made more sense than explanation |
|  |
| Distraction from urge |
|  |
| Emotional first aid – to calm down |
|  |
| Distraction from urge |
|  |
| Distract from thoughts |
|  |
| Focus on activity |
|  |
| External input |
|  |
| Distraction from thoughts |
|  |
| Wise mind really reinforced |
|  |
|  |
| Wisemind – not like doing an activity |
| Insight into feelings |
|  |
| Getting into the middle |
|  |
| Rules – what Im meant to do |
|  |
| Helps to think ahead |
|  |
| Rules – meant to |
|  |
| Im not doing it right |
|  |
| Keep away from difficult bits |
|  |
| Relationship with teachers |
|  |
| Teachers knowledge |
|  |
| Relationship with teachers |
|  |
| Having fun |
|  |
| Teachers not always mindful |
|  |
| Exercise based mindfulness |
|  |
| Mindfulness as problem solving |
|  |
| Distraction from unwanted thoughts |
|  |
| Distraction from anxiety |
|  |
| Relationship to mindfulness changes over time |
|  |
| Absence of stress |
|  |
| Problem solving |
|  |
| Insight into feelings |
| Distraction |
|  |
| Told by other people |
|  |
| Uncertainty of mindfulness in negative situation |
|  |
| Confusion |
|  |
| Unsure of mindfulness when uncomfortable feelings |
|  |
| Other people told me |
|  |
| Focussing on feelings |
|  |
| Confusion |
|  |
| Breathing |
|  |
| Being in the moment |
|  |
| Guided by others |