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# Guided Meditation and Feedback

Experiment 4 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To follow an original brief attention exercise and provide descriptive feedback.

## Principle

Guided attention gives a simple sequence for noticing the present environment and sensations. Participants can adapt or stop it. Individual responses vary and a short class session is not a treatment assessment.

## Requirements

- A quiet area, comfortable chairs and a five-minute timer.
- The original guidance below and a voluntary feedback form.

## Procedure

### 1. Explain choice

Tell participants that they may keep their eyes open, change position or stop without explanation.

### 2. Begin

Read slowly: "Find a position that feels supported. Notice the chair and the floor. Let your breathing continue at its usual pace."

### 3. Guide attention

Read: "Notice one sound in the room. Then notice contact between your feet and the floor. If your mind moves elsewhere, gently return to what you can sense now."

### 4. Allow pauses

Leave short quiet pauses between statements. Do not impose vivid imagery or ask participants to recall distressing experiences.

### 5. Close

Read: "Look around the room. Notice where you are. Move your hands or feet gently and return when you are ready."

### 6. Collect feedback

Invite private comments about clarity, comfort and what should change. Do not require a report of relaxation.

## Mental Well-Being Stress and Conflict Management

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### Observations and Record

| Feedback item                    | Optional entry |
|----------------------------------|----------------|
| Instructions clear? What helped? | _____          |
| Comfort / modification / pause   | _____          |
| Attention noticed                | _____          |
| Suggested change                 | _____          |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- Feedback such as “I preferred keeping my eyes open” identifies a useful accommodation. It is not a lower performance score.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Why give choices at the start?

They support comfort and voluntary participation.

#### 2. Should everyone report the same feeling afterward?

No. Responses differ.

#### 3. Why use descriptive feedback?

It helps improve the session without implying a validated clinical result.

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