Angling In Relation To The Concept Of Mindfulness Practice

Posted on September 25, 2019

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Angling, Attention, and the Practice of Mindfulness

Angling in relation to the concept of mindfulness practice is a topic of a presentation at the Centre of Addiction Studies that analytically reflects on my particular understanding of angling and mindfulness practices as well as an approach to emotional stress. This development practice and training critically reflected on me as I searched for my assumptions with eagerness for the task. This practice made a disorienting dilemma, altering past actions as well as tactics into assumptions that helped to prepare and inform about the structure of the presentation.

This practice is very productive for changing previous schedules and turns into a new perspective of learning. This content aims to approach indefinite interest as well as student perspective. In the beginning, it will be conveyed in a teaching style using methods of conversation and collaboration through the discovery process. This discourse will help students construct their meaning and knowledge of events. The teaching style will be helpful for participants in evaluating and disclosing new meanings of actions.

Fishing and mindfulness practice can be seen as the particular talent that demands practice and specialization in particular expertise. On the other hand, it can be assumed that the practice of letting go. The method of releasing and catching a fish is a physically stressful action for fish. But this level of stress and strain can be minimized. It is necessary to focus on line, hook choice as well as water temperature. It is essential to take care of time to handle angled fish as well as to evade exhaustion. In addition, to how much time a person will take to play with fish, A fish becomes exhausted as a result of a longer flight. It will determine the time for flight and time for landing. This demands attention, skills as well as patience. In this case, a person needs to focus on essential things that have control over their patience level. Then, this activity can be applied to mindfulness. This practice is very useful in revealing facts and figures about mindfulness.

Catch and Release as a Metaphor for Managing

Thought

The practice of mindfulness is basically a release-and-catch practice. It incorporates the capability to catch when we get stuck on a thought. This thought can be released skillfully, which leads to a normal moment. This process of releasing and catching feelings is not relaxed. It also entails a significant amount of practice, patience and skills. This activity is useful in producing transformative results. The objective of this practice is to assist in the transformation of students' assumptions and disordered opinions to give meaning to expressions (Dirkx, 2006, p. 16). Students will learn to transform their conventions into meaningful perspectives. The objective of this fishing is to disclose the benefits of mindfulness that create a spiritual link while contributing to fishing. That's why spiritual learning methods also have great importance in addressing the positive aspects of mindfulness.

My personal experience was more relaxed and comfortable, which is sufficient to present this subject in front of a group confidently. When the facilitator is more aware of the behaviour of the group, then it will be convenient for the facilitator to share content with confidence. The facilitator should have considerable knowledge about the members of the group to present any content in front of them. Two-man fishing may be assumed to be a sexist generalization subject that will cause resistance from the members of the group. For this, the facilitator must provide some explanation that these are the only articles that are practising mindfulness. The facilitator should explain the reason for discussing this content among members of the group.

Students can participate by asking open questions and arguing their own perspectives, feelings and assumptions. The facilitator should allow the students to give up their position rather than impose. After getting the experience, I have learned to counter my anxiety by reacting to remarks about angling, and that is acceptable. Conveying and imagining feelings of harmony will connect the members with the spiritual surroundings. In the classroom, the facilitator can deliver the meaning of angling through debating and discussing various frames of reference for beliefs and truths. Self-directed learning can be applied to work separately by making small groups of four. The group must have particular knowledge about the surroundings and contribute to open discussions.

Transformative Learning and the Educational Use of Mindful Activities

The facilitator should promote transformative learning by discussing the importance of activities that will lead the students and participants to explore problem-posing. Transformative learning commonly happens when individuals have a particular perspective that is contrary to the governing perspective. The inconsistent perspective can be rejected or moved to an investigation of beliefs, values and assumptions for learning. This transformative learning will be disclosed with changes in actions and perspectives.

I am so surprised to learn from the response that I delivered, which was as cool as I collected. Throughout the presentation, I am feeling anxious and nervous that this practice may affect the participant in a negative manner. Due to the nature of the topic, the participant may perceive the content in a negative way. However, it can be observed that a sound and comfortable environment will make the practice positive. Peaceful surroundings also affect the content and nature of the subject. The relaxed environment will help to influence different groups, peers, reflective practices and learning styles in a positive way. Learning style surveys are effective and productive for educators when assessing different programmes. It will be helpful to identify learning styles according to the diverse styles of presentation. Kolb's learning theory also provides deep insights into individual cognitive processes.

The facilitator can make use of different learning styles to transform. The presentation can be delivered through images, pictures as well as three-dimensional understanding. It would be the aural source that prefers to deliver the subject by making use of music and sound. The linguistic method can also be used to convey content for presentation by using words. These words can be shared both in writing and in speech. The physical method is more effective in conveying any content of a presentation. This learning style is very effective in providing positive feedback and response. This learning style makes use of gestures, body, sense of touch, and hands. Self-reflecting methods also play a significant role in delivering content about any subject.

References

Dirkx, J.M., 2006. Engaging emotions in adult learning: A Jungian perspective on emotion and transformative learning. *New directions for adult and continuing education*, *2006*(109), pp. 15-26