

Department of Thematic Studies – Child Studies

Year 1 Master Thesis

**EXPLORING CHILDREN’S PERSPECTIVES
AND EXPERIENCES: THE INFLUENCE OF
YOGA ON THEIR WELL-BEING AND
EVERYDAY LIVES**

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ABSTRACT

The purpose of the study is to explore children's experiences of yoga and its influence on their well-being and everyday lives. The study uses qualitative methods and thematic analysis is chosen as it provides flexibility to combine theoretical assumptions with qualitative data. Analysis is based on two focus group interviews that ask about children's views of yoga, experience of doing yoga, feelings about yoga, any differences with other physical activities, and their experience before and after yoga. The children involved in the study appeared to experience yoga in different ways, but the majority of them agreed that yoga is a positive influence on their lives. The results of this study propose that according to children's perspectives the practice of yoga supports physical fitness and is a calm, peaceful and relaxing activity and supports the children's understanding of their capacity and competence and helped them to reduce unstable or negative emotions. Overall, children's perspective of yoga shows the meaning of their view and experience both in the studio and in everyday life that will give some insights to yoga teachers and studio owners; and yoga practice might contribute to social support for children both physically and mentally.

Keywords: children's voices, children's experiences, children's perspectives, well-being, yoga.

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INTRODUCTION

Background

This introduction presents the context of this research and helps clarify to the reader how fulfilment of the research aims and objectives will make a contribution to children's perspectives of yoga and the scientific field of childhood studies. It provides background information to explain the purpose and focus of the research project and gives a brief overview of the project's approach towards relevant academic literature.

The word yoga originally comes from Sanskrit root "yuj" meaning to join the spirit and physical body together (Iyengar 1995, p. 19). The practice evolved over thousands years to embrace into various style and disciplines. It is a popular practice for athletes, children and seniors. The number of people, who are interested in yoga at the beginning of 21st century, reaches over 435 million people, which shows that the presence of yoga is followed by many international organizations that establish yoga institutions in order to certify its practice (Nikolova 2014, p. 219). The purpose of yoga was originally to provide a guide for wholeness, happiness and well-being (Iyengar 1995, p. 20; Feuerstein 2003, stated in White 2009, p. 277). The early practice of yoga was to concentrate on religious and spiritual aspects of life. Moreover, yoga interacted with western knowledge and practices to give emphasis to anatomy, physiology and self-help. Nowadays, yoga has various purposes depending on the context and location. This also depends on the individual practices according to the needs of the yoga student and qualifications of the yoga teacher (White 2009, p. 278). Therefore, it is important to view different perspectives based on the yoga student's experiences, especially children, in order to reflect on individual practices.

Children have been participating in many activities during their growth, especially in the educational institutions. Many of them engage in different type of physical activity outside school, such as gymnasium, sport hall and studio. According to Freedson and Rowland, physical fitness increase regular physical activity in children and youth, while a physically active lifestyle positively promote health throughout childhood and adulthood (see Weiss 1993). Additionally, the statement refers to children participation in physical activity, which are motivated by high participation frequencies. Subsequently, the enjoyable experiences become an integral part to sustain continued physical activity (see Weiss 1993). Weiss also states that when children enjoy their activity, they always return and have inherent

motivation to be involved in physical activity. Sport psychology research shows four major areas that become significant contributors to children's motivation to participate in physical activity, which are: mastery of skills, perceptions of competence, supportive social influences and positive affects (see Weiss 1993). Accordingly, well-being is achieved when there are fundamental psychological needs for competence, autonomy and relatedness (Ryan and Deci 2002, cited in Gunell et al 2014, p. 19). Meaningful connection becomes important when children practice challenging activity due to they have power to distinguish personal feeling and volition (see Gunell et al 2014). Subsequently, one of the physical activities is yoga, which is popularly known as mindfulness practice (see Greenberg and Harris 2011). Yoga is acknowledged as part of physical activity, but rarely known as physical fitness due to similar benefit of improving health, physical fitness has differences in terms of various benefits of health and well-being (see Schmid and Leitzmann 2014).

The standards and options of lifestyle options that are constructed by modern society, are informed by competitive educational standards and the development of new media technologies that may offer distraction and unwelcome attraction for children and young people (Hagen and Nayar 2014, p. 1). Following the society's expectations, children and youth, at critical stages of their development have the tendency to face 'mental, social and emotional issues' (Bridges & Madlem 2007, p 13). Therefore, some researchers seek to explore ways to promote well-being, including the aspects of emotional well-being. Emotional well-being research for adults suggests potential influence of behaviour and well-being for positive impacts for children (Bluth & Blanton 2013, p. 1298). Several methods have been implemented to evaluate the effectiveness of mindfulness interventions in promoting self-enhancement. According to Kabat-Zinn, mindfulness is awareness-based practices that experienced by enhancing feeling and thoughts (White 2012, p. 45). Chiesa and Serretti (2009) also write that mindfulness and yoga are associated with stress reduction (White 2012). As social support for both children and adults, yoga is implemented as a physical activity in some institutions and communities (Razza, Bergen-Cico and Raymond 2013, p. 372).

The literatures and my experience of practicing yoga with children and youth inform the conceptual framework and research methodology of this thesis. Having interaction with children and young people inspires me to focus on children's well-being as a thesis topic. Qualitative methodology is employed as suitable to study children and young people's perspectives of yoga and everyday experiences (Bryman 1984, p. 78). Children, as participants of research, are positioned as subjects and 'social actors' who will participate

actively in the research (James & James 2012, p. 3). Accordingly, the children's views of yoga represent the concept of children voices and experiences.

A short overview of the linkage between children's well-being, yoga as a physical activity and children's everyday experiences is presented in the literature review. In fact, at the individual levels, children's experiences allow personal interpretation of yoga practices. However, the thesis emphasizes the child's standpoint, in order to position them as social actors who shape their everyday experiences (James & James 2012, p. 125).

Research Aim and Questions

The aim of the research is to discover children's experiences of yoga and its influence on their everyday life and well-being as part of their everyday experiences, particularly for children age 12 to 14 years old. The primary research question is: *How do children experience that yoga influence their everyday life and well-being?*

The main question leads me to develop my work on children's experiences of yoga, and then the following subsidiary questions arise as follows:

- *Do children feel that their yoga practice has an influence on their life?*
- *How do they experience yoga in everyday life and in the studio?*

Theoretical Approach

In this study, I take an inductive, phenomenological approach. As Creswell (2013) mentioned, that a phenomenological study focuses on the meaning of several individuals' lived experiences. Additionally, Gray (2014) defines phenomenology as an understanding of social reality that is grounded in people's experiences. During the present time, yoga has been developing in western community and it is a phenomenon that yoga is a tool to assist children and young people to reach better health and well-being. Much research has been done in order to examine the occurrence. While the present study focuses on children's experience of yoga, it also seeks to find the meaning of yoga and its influence on children. Phenomenology is derived from interpretivism, which affirms that natural reality and social reality are different (Gray 2014). Accordingly, the natural reality is usually based on consistency of data, whereas social reality focuses on the individual actions and motives. This study looks through the social sciences that deal with the actions of individuals. Children, as individuals, talk about

their experience of practicing yoga. Harcourt and Einarsdottir (2011) write that many researchers emphasise on children's voices to gain the importance of understanding their life and learning experiences. Children are active participants and subjects constructing their own learning and experiences (Mayall 2000; Smith 2007 cited in Harcourt and Einarsdottir 2011). Accordingly, children have the power to participate in decision-making and communicate their own views. Therefore, researchers attempt to learn about children's knowledge, perspectives, views and opinion from children themselves (see Harcourt and Einarsdottir 2011). The importance of involving children's views have been discussed in the children's rights, particularly in the United Nations Convention on the Rights of the Child (UNCRC) 1989 in article 12, which stated that children should be able to express his or her own views freely in accordance with the age and maturity of the child (stated in James & James 2012, p. 87). Consequently, the engagement is valued by observing their experiences and perspectives as the aspect of children's voices and children as social actors. Moreover, children are capable of forming their perspectives of everyday lives since they have competence to express their ideas (James & James 2012, p. 87). Therefore, within the research tradition of child studies the thesis involves children to participate and share their view of yoga in everyday experiences.

White (2009) notes that the interest of yoga for children has been increasing in order to calm the mind and increase health and well-being. Some schools have special program of yoga for children to calm students and handle stress (Eagan 2007; Rimer 2007; cited in White 2009). Some anecdotal reports show that children who practice yoga have better health than children who do not practice yoga (White 2009). From the prior research, children's experiences and perspectives are not the focus of research, however I believe it is important to view their thoughts and interests on yoga due to understand how children's response and view on the practice. As methods to develop the studies, children's experiences are analysed by using "child perspective" and "children's perspectives". The concept of "child perspective" is to examine children's position in the activities that organized for their wellbeing (Halldén 2003, explained in Sparrman & Lindgren 2010, p. 250). While to understand children's activities and its meaning, "children's perspectives" is used as method to study children experiences of yoga in everyday life (Halldén 2003; Sparrman 2002, cited in Sparrman & Lindgren 2010, p. 250). By having these concepts, I hope that children are seen and listened to, so as the subjects of the research they are able to explore the meaning of the activities that they are part in.

Rationale

Research on children's participation in physical activity has developed toward understanding physical fitness of youth and its relation to health (Weiss 1993). The research sees motivational perspectives regarding children's participation in physical activity and investigates how they maintain and improve their physical activity levels. Furthermore, some papers address that it is important to keep children and youth physically active, which refer to having fun in activity (see Weiss 1993). When the physical activity is enjoyable, children will involve by maximizing their competence, which deliver long-term health benefits. According to the guidelines of Department of Health and Children in Ireland that children and youth are suggested to participate at least 60 minutes of physical activity (Woods 2010). Physical activity has shown positive health impact on children's current and future health (Woods 2010). It is also known that participation in regular physical activity reduces depression and anxiety, enhances mood, self-esteem and quality of life (Tremblay, Inman, & Willms 2000, cited in Woods 2010). Furthermore, Beck and Greenspan (2008) write that children and young people who walk or cycle to school are declining dramatically (see Woods 2010). WHO (2006) informed that physical inactivity leads to disease and disability and even death (cited in Woods 2010). Therefore, it is important to encourage children and young people reducing in sedentary activities such as TV and video viewing and playing computer games especially during daylight hours in order to increase physical activity levels and health.

LITERATURE REVIEW

This literature describes an overview of how yoga has been researched in the past; as well as introducing the value of physical activity for children and youth. The notion of ‘child as social actors’ is explained and discussed. The term of ‘physical activity’ is described with its value for children and youth and also positioned yoga as part of it. Finally, the idea of ‘build resilience in everyday life’ is explored and linked to the idea of ‘mindfulness’ then based on prior research; the impact of yoga is discussed.

The Value of Physical Activity for Children and Youth

Children and youth have many challenges on their daily activities such as many studying and exam in the school, difficulties in social relationships and also personal problems. At this stage, they are suggested to find positive exercise habits to handle the emotional, social and mental stresses (CDC 2002, quoted in Bridges & Madlem 2007, p. 13). According to Coopersmith (1967) it is believed that self-esteem will help children and youth to ‘overcome the obstacles’ in the emotional growing period (written in Bridges & Madlem 2007, p. 13). Research related to physical activity has discovered significant findings that sport and exercise influence mental health and well-being (Greenberg & Oglesby 1996, quoted in Bridges & Madlem 2007, pp. 13-14). Page and Tucker (1994) mention that children and young people whom physically active feel ‘less lonely, shy and hopeless’ (stated in Bridges & Madlem 2007, p. 14). Accordingly, Bridges (2007) writes that physical activity provides positives impact on increasing mood and self-esteem (p. 14).

Yoga as Part of Physical Activity

According to World Health Organization (2011), physical activity of children and young person includes sports, games, play, recreation, transportation, physical education or planned exercise, in family, school and community settings (stated in Schmid and Leitzmann 2014, p. 1939). Schmid and Leitzmann (2014) write that physical activity defines into different ways, which are physical activity, physical exercises and physical fitness (p. 1930).

However, the different definitions refer to the importance of physical activity to increase energy expenditure with frequency, intensity and duration that occur with individual day-to-day variability. Moreover, physical activity promotes various health outcomes with relevance in performed-related and health-related fitness (Schmid and Leitzmann 2014).

Yoga has been known for the combination of breathing exercises, physical postures and meditation (Strauss 2005). According to the literature, yoga is categorized in physical fitness than physical activity due to its various outcome of health. Although yoga has spiritual aspects of its practice, the present thesis will not discuss this aspect, merely its form of exercise from children's perspectives. Subsequently, yoga helps children and youth to explore their body by focusing on themselves, visualization, and relaxation and enter into non-competitive environment (Bridges & Madlem 2007, p. 14). The main goal of yoga, as method in physical education, is to contribute for the harmonic development of children and young people (Nikolova 2014, p. 220). Yoga has transformed into social practice from the remote history of ancient India, which famously known as holistic method for self-improvement of body and spirit (Nikolova 2014, p. 219). Despite of the spiritual and mystical aspect, yoga has been developed and proposed into physical education of yoga (asana) by Swami Kuvalayananda (Alter 2007; Luchanski 1993; written in Nikolova 2014, p. 219).

Within the present thesis, yoga is understood as part of children's agency and capacity to reach life satisfaction through yoga as physical activity. This concept of well-being is connected to children's self emotional enhancement, which implemented yoga as positive exercise that help youth to manage their emotional, social and mental stresses (Bridges & Madlem 2007, p 13). According to researchers from the Centers for Disease Control and Prevention [CDC] (2002) that physical activity is believed for reducing the depression and anxiety (written in Bridges & Madlem 2007, p. 13). Previous research shows that yoga is useful intervention for physical and socio-emotional well-being; especially children and young people (see Ross et al 2014; Bridges & Madlem 2007; Hagen & Nayar 2014; Kinakin & Lockinger 2009; White 2009). Additionally, children and young people learn to discover the strengths and limitations of their body. However, the majority of related research focuses on the influence and impact of yoga on children and young people's, especially in health, education and medical research. There is also important to view children and young people's perspectives of yoga in everyday lives. According to James (2009) children are qualified to express their experiences that should be considered and clarified by their views and perspectives (pp. 39-42).

Yoga Build Resilience for Everyday Life

Yoga is known as a practice to build resilience for everyday life (Greenberg & Harris 2011, p. 1). The research based on the developmental theories in health and clinical research explains that yoga, as mindfulness, is structured activities with contemplative practice are beneficial for knowing its interventions with children. Greenberg and Harris (2011) mention that transcendental meditation in yoga shows some improvement in clinical area such as cardiovascular function, while other studies examined meditation in youth with academic problems and learning difficulties found that yoga develops metacognitive ability (pp. 2-4). On the other hand, other research about the affect of yoga for improving interpersonal relationship showed that the participants who practiced yoga regularly feel happier and have level of mindfulness (Ross et al 2014, p. 70). The research identified 15 yoga studios with participants who are minimum 18 years old who practiced yoga for minimum 2 months. According to the research, yoga is part of social activity that increases relationship (Ross et al 2014, p. 75).

As mindfulness practice, yoga is used for overcoming the emotional and behaviour problems for children in the educational context. One research on children with emotional behavior disorders integrated the training sessions with the children's school schedule. The teachers or special education director identified the children who have emotional and behavioral problems, then enrolled them into the 2 years programs of Yoga Ed, which is a yoga curriculum for children (Steiner et al 2013, p. 817). The research collected data through questionnaire with open-ended responses and rating scales before and after the program. After two years period, the result of research reported that yoga was helpful for children who had behavioral problems.

METHODOLOGY

Ethical Consideration

The prior research and theoretical perspectives inspired me to develop an approach for studying children's perspectives on yoga. Researching children should consider three key ethical principles: 'respect for persons, beneficence and justice' (Farrell 2005, p. 4). Since the study is conducted in a yoga studio, I have corresponded with the manager to discuss the thesis idea. After receiving positive feedback, I provided further information considering the potential participants, their guardian and gatekeepers with an information letter about the study and the implication of their participation. Accordingly, those children who were interested in participating, they, as well as their guardians, signed a consent form (see Appendix A). As Silverman (2011) says it is important to recognize people needs of information that is understandable and addressed to the topic and aim of the research (p. 233). The letter would also note the possibility for sharing the results with the participants and yoga studio. Initially, the yoga manager would distribute consent letter to children to confirm if they wanted to participate in the thesis project and also their parents were informed about it. In accordance before the consent was distributed, parents who were interested to gain information about the study, were arranged information session in order to provide more information about the study and speak to me to share their thoughts and opinions (Farrell 2005, p. 34). Due to some parents practice yoga as well, information session did not necessarily occur. As the thesis explores children's experiences of yoga that influence their everyday life, they might share personal experiences, which could be sensitive topic then the participants would be ensured involving voluntarily (Silverman 2011, pp. 229-230; Alderson cited in Farrell 2005, p. 7). Considering 'informed consent' as 'process of negotiation', I would ask their confirmation; during the data collection process (Riessman reviewed on Silverman 2011, p. 228-229). Similarly, it was important to brainstorm the purpose of the thesis to the participants, in order to involve them as subject of research who had 'direct voice and participation in the production of sociological data' (Prout and James 1997 quoted in James and James 2012, p. 10).

According to Farrell (2002), researchers should consider some ethical ways to reduce problems during the research. Firstly, sharpening my research aim to gain more insight of children's experiences of yoga particularly for children ages 12 to 14. Secondly, it was

important to correspond with the gatekeepers, who were the yoga studio manager, yoga teacher and parents by communicating the thesis idea (Farrell 2005, p. 33). Thirdly, children would only write their gender and age, name of participant and institution were not mentioned in data analysis (Farrell 2005, p. 33). To ensure privacy, labeling AB, BA, AC, etc during the analyzing process secreted the participants' names.

As a new researcher who came from different culture, language could be obstacle (Farrell 2005, p. 128). Since the majority of young people in Sweden are not able to speak fluent English, I used both Swedish and English to communicate with the participants. However, an adult who spoke both Swedish and English assisted me during the interviews, in order to help interpreting during the focus group. Thus, I was careful of using sensitive words or difficult questions during the interview since different perceptions may be the problem.

With the conversation, children as subject of research have power to express their feeling of yoga activity and how their experience of using it for self-reflection (Edwards & Alldred 1999, comment on Farrell 2005, p. 49).

Participants

The thesis uses focus group as data collection method. According to Robinson (1999), focus group is not 'a discussion, a problem solving session nor a decision making group', it is an interview (p. 906). There were 6 participants, whose ages from 12 to 14, at this age; children and young people are able to contribute their ideas by forming daily experiences through discourse and discussions (James & James 2012, p. 87). Moreover, the focus groups consisted of three girls whose ages were 12; one girl was 13 and two girls were 14. Accordingly I refer the participants to children than youth due to UN Secretariat uses the term of youth for 15 – 24 years old; although in several UN entities, instruments and regional organisations have different definitions of youth (UN (n.d), p. 2). The participants practiced yoga for the first time and they have been participating the class for two months. The interview was conducted for two days for two different focus groups. The focus groups were conducted in two different days, the first day 2 participants participated and 4 participants attended in the second day. Each interview took for approximately 1 hour. During the interview, questions were asked and each child answered, but in some moments discussion occurred when the participants felt to respond and to add others' opinion.

Procedures

The thesis is about children talking about their experiences of yoga, so individual experiences were considered; hence self-contained focus group was applied. The reason of choosing this method is to acquire participants' experiences and perspectives on the thesis topic (Morgan 1997, pp. 18-20). Due to the participants would share their 'personal experiences and details' that motivate 'self-disclosure' among other participants which could cause regretful feeling for 'being so open' (Morgan 1998, stated in Bergnéhr 2008, p. 67). Moreover, I informed the participants about the 'risk of self-disclosure' at the beginning of interview and asked what they wanted to share and not to share with the group (Bergnéhr 2008, p. 67). During the interview, some participants might share about their well-being and health condition, which were not my area of discussion. Therefore, I explained them that the yoga instructor would help their situation as this study is only for thesis purpose.

Accordingly, a focus group was defined with semi-structured approach with 1 - 1.5 hours' duration that explored experiences of yoga in everyday lives and a teacher from the yoga studio assisted the moderator of the group. By being moderator, I should have adequate knowledge about the topic whose the group could relate to and gave authority to. I used audio recording to record the session. Participants were limited to teenagers from the same yoga studio. The result of focus group is the quality or value of the data, so the interaction between participants and their sharing experiences are more valuable (Robinson 1999, p. 906; Morgan 1997, p. 20). With the homogeneous group, it was possible to engage with them since they already knew each other from practicing yoga and socialising together. Some participants were friends at the same school and some knew from the yoga studio. Although the existing group consists of friends, I was able to explore their interactions and reflections according to subjective perceptions that relied to the interview (Silverman 2011, pp. 154 – 157). Furthermore, the participants who knew each other have the additional advantage to relate the actual incidents in their shared daily lives. The interaction is an integral part to encourage participants to 'talk to one another, asking questions, exchanging anecdotes and commenting on others' experiences and views' (Kitzinger 1994b, quoted in Robinson 1999, p. 906).

In the beginning of session, I started with introduction and brainstorm the purpose of thesis and topic of interest in order to help participants see the direction of the discussion, so they could feel relaxed and safe in stating their concerns. In order to prevent silence and reluctance in the early stages of discussion, I gave them moment to think about their response,

and then I presented a paper with two questions as group exercise. Each person wrote their own statement of their response of yoga and how they felt about it. This exercise were useful to structure the interview and as self-reflection tools (Kitzinger 1994, p. 106). This technique helped participants to focus on one another rather than on the moderator and ‘forces them to explain their different perspectives’ (Kitzinger 1990, quoted in Robinson 1999, p. 907). After the exercise, the moderator asked some questions (see Figure 1) that were delivered by open-ended interview. According to the statement, they may share different perspectives of yoga and focus on the discussion with minimal guidance from me. Subsequently, at the end of session a blank paper was provided for the participants who wished to write additional statement from the discussion (Robinson 1999, p. 907). Therefore, the discussions flowed naturally and freely since they explained their own experiences of yoga.

Figure 1: Focus group questions

<p><u>Opening Questions:</u></p> <ul style="list-style-type: none">• Tell me about yourself• Tell me about your first time doing yoga <p><u>Transition question:</u></p> <ul style="list-style-type: none">• How long have you been practicing yoga?• Where do you get information of yoga practice?• What is your favourite pose? <p><u>Key question:</u></p> <ul style="list-style-type: none">• What do you think of yoga?• What was your first experience doing yoga?• How do you feel about yoga?• What are some ways that yoga is different than other physical activity?• What are the differences before and after doing yoga? <p><u>Ending Questions:</u></p> <ul style="list-style-type: none">• From our discussion, what to you is the most important?• Is there anything you can add?
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Analytical Conduct

The objective of this study is to discover children's experiences of yoga and the perspective of yoga as an intervention of their everyday experience and well-being. The research is about exploring children's perspectives on yoga that influence children's everyday life. Focus group is used as data collection. Thematic analysis is chosen due to it provides flexibility to combine theoretical and epistemological assumptions based on the data corpus. The data contains two focus group interviews of six female children that includes five key questions about children's view of yoga, experience of doing yoga, feeling about yoga, the differences with other physical activities and the experience before-after doing yoga. The transcripts were reviewed for accuracy. Thematic analysis is compatible for both 'essentialist and constructionist' paradigm, with 'theoretical freedom' it provides flexibility for having 'rich and detailed' account of data (Braun and Clarke 2006, p. 78). The early phase of analysis is by transcribing the data in order to accustom the data and to check the 'accuracy', then the actual data coded and collated by using mind-maps on the separate paper (Braun & Clarke 2008, pp. 87-92).

All focus group sessions were digitally recorded and then transcribed to allow for thematic analysis of the material. After data collection ends, I started to transcribe the interview and familiarize with the data as much as possible by taking part in the interview process and reading the transcript in interviews. I experienced difficulty at transcribing the data due the participants spoke Swedish in some parts of the interview. It took more time than I targeted to finish the transcription. During the transcription process, themes are discovered and repeated with patterns. I repeated reading the data corpus few times and started to take samples and designing the issues.

At the beginning of the analysis, I sought to develop themes and codes inductively after transcribing the interview, although during the transcription I found some patterns and themes that could be used in the coding process. The first stage of coding process is deciding on sampling and design issues (Boyatzis 1998, p. 41). My research is on children's experiences of yoga, and then I would highlight the keyword of "children's feeling of yoga" and "children's experience of doing yoga". I created thematic map for further analysis by developing the code that is selected from the samples. The raw information collected from these samples would be the basis for developing the code. During the transcription process, I discovered some initial categories in the raw data (see Figure 2 in Appendix) then set initial

categories in order to start developing themes and code. Moreover, my unit analysis is children who do yoga, so my unit of coding is their feeling and experiences of practicing yoga. Some patterns were discovered in the raw material, these patterns appeared frequently during the transcription and sampling selection. These patterns are: *nervous, more difficult, peaceful, relax, calm, yoga is different, getting better health, little bit empty, little bit heavy, staying and quieting, not to compete, breathing, happy, don't like at the first practice, have school, tired, stressful, weird, new energy.*

Data is identified and categorized into different themes which work in relation to the coded extracts and entire data set, then produce a thematic map of the analysis (Braun & Clarke 2008, p. 87). During the analysis, each theme is specified and generated into 'clear definitions and names of each theme' based on the ideas that has been written (Braun & Clarke 2008, p. 87). To develop themes and codes, the raw information is processed by reading each transcript and creating an outline of paraphrased items. I identified some initial categories that will guide me to create some points such as: *feeling of daily activities, feeling of yoga, experiences of yoga, affect/influences of yoga and reason doing yoga.* These points are identified from Figure 2 and created in order to identify the categories, so that the codes can be discovered (see Figure 3 in Appendix). Furthermore, I separated the raw materials into individuals, due to compare the unit of analysis easily. By separating these materials, I am able to narrow the categories and focus on the purpose of my research.

After the outline is generated from the previous step, it should reflect an initial processing of the information. The next step are identifying themes within samples, which analyzing less concern of detailed, precise description of the theme however it is more concern with themes that is recorded in each subset. After the data are labelled, it is important to summarize the data and collate by using mind maps or charts. After identifying the basic ideas and conceptualizations, I am able to find the features or potential themes that will be clustered with the coded extracts. It is important to check if the themes work with the coded extracts and the entire data set (Braun and Clarke 2008, p. 87).

At this stage, I have created outlines for further analysis under results of the research. Additionally, the outline guided me to provide sufficient themes within the data. Furthermore, the final analysis is to relate with the research questions and literature then compose into 'report of the analysis' (Braun & Clarke 2008, p. 87). Therefore, I sought focus to support the outlines by providing relevant analysis on my research project.

Finally the codes are validated, four themes of yoga experiences and children's perspectives are discovered after comparing and rechecking the materials. These themes relate

to the main research questions. The experiences of yoga include children's feeling of doing yoga and their perceptions of yoga and how it influences their life in general. Each theme was listed on an index card with instances from the data relating to that theme noted on the appropriate card to support the theme and provide a trail back to participants' actual words. Although the themes were discovered, I explored and developed by returning to the text to check interpretations against what the participants actually said. After the process was finished, the presentation of findings that follow is organized around themes that emerged from the transcript in an inductive way, rather than derived from existing theoretical ideas or our preconceptions.

RESULTS

The four major themes were identified from the focus group interview, which were classified into several topics that related with the theme. I combined 'view on yoga' and 'experiences of yoga', in order to connect with the research aim and literature review. It has two topics: 'yoga is different' and 'yoga does not have to compete'. Then, the theme of 'yoga influence in children life' was classified into two topics: 'yoga is calming and relaxing' and 'focus, concentration and get new energy'. The results explain that children's experience of participation and perspective of yoga activity is indicated by their appreciation of the activity and creates different meaning to individual. Yoga has changed children everyday experience when they have to overcome some obstacle on their daily activities such as school exam or individual difficulties. This situation is identified by participants' thoughts and feeling about how yoga influences their well-being. Finally the themes and topics were organized then analyzed with the related literature as well as the excerpts of data corpus. This chapter explains the results that relates to academic literature as well as individual experiences.

During the interview, the participants expressed their views and experiences of yoga. I divided the themes into two subthemes, which are yoga is different and yoga does not have to compete. These subthemes inform us of children's thoughts and experiences about yoga. Since the children experienced yoga for the first time, they were able to feel the differences. They shared that yoga is fun activities and different from other physical activity. Another subthemes drawn by their feeling that yoga is not competitive due when they practice, they could explore their own strength and acknowledge their competence.

Yoga is Different

During the focus group, the participants explained that yoga is different than sports. Their statements showed that they have learned different type of physical activity, which they practice regularly. All of them described that yoga does not need training as the same as other sports; it is just staying and quieting. Summarizing participants' respond as follows:

Yoga is different than other sports, which need training and feeling breathless. It is not the same as football or running, which should do more efforts; yoga is just the opposite. But it has the same purpose for getting better health.

They responded that they enjoy doing yoga because it is a new activity for them. They also acknowledged that yoga is different from football and running, the physical activity that needs some efforts. Subsequently children know that yoga does not need active movement, but they understand that the active part in yoga is breathing and static pose. Yoga has been known for its breathing technique, meditation and static pose (Strauss 2005). Children agreed that yoga and other sports have similar beneficial health outcomes. Thus, the participants think that when they conduct yoga, they learn how to do proper breathing while staying in one pose then changing into another pose without losing their breath.

Furthermore, the participants also talked about the same outcomes doing yoga as well as sports. Here participants described their thought that yoga and other sports have similar outcomes, which is to gain better health. Meanwhile, yoga has different outcomes than other sports. It beneficially assists children and youth to reach life satisfaction, such as improving self-esteem and self-enhancement (Bridges and Madlem 2007). Although the participants talked about similar health outcomes between yoga and other sports, they implied that yoga has various health outcomes. Hence, this term is discussed further in the chapter of yoga influence in children lives.

Yoga is Not Competitive

During the interview, the participants experienced yoga as non-competitive physical activity. They felt that practicing yoga did not involve stress and anxiety to strive on other person pose or activity. According to Nikolova (2014) the differences between yoga and another sports lay in the methodology and approach when conducting the activities. Sports training have targets to reach high achievements, so competition between participants is required. In this studio, the yoga teacher attempted to minimize pain when children conduct yoga by not forcing them. In the class, the teacher emphasized on children's volition and reminds them to be gentle with their own body. Accordingly, the coach support is importantly needed in order to reach satisfaction and enjoyment of activity. As Weiss (1993) states that positive coach support, effort and interaction are indicators of enjoyment for children doing physical activity (pp. 207-208). Hence, children practiced yoga with less stress in non-competitive environment. Two of participants explained as follow:

When practicing yoga, I feel stronger both physic and mental. (ES405)

It is important to think about yourself, when you cannot do what the other does, you can just do what you can and it feels good. (HL405)

These statements showed that they experienced comfortable feeling when they had flexibility adjusting their competence to the practice. This situation was given to help children explore their own body and increase their self-confidence. Another participant also responded as follows:

If I have not finished then I should finish and complete by my own count. From this practice, I also learn not to compete with other and understand myself more. (EL305)

The majority of participants joined yoga because their parents introduced and asked them to join. Some parents have already joined the class, but some children said that they wanted to try because they want to experience a new activity. They were challenged to practice yoga. At the first session, they were nervous and confused with the position. One of participant said that yoga was just staying and did 'weird' pose. She thought yoga was 'weird' due she experienced doing unusual position, which was static and just breathing. The term 'weird' appeared due to different practice of yoga, the participants wondered about the quiescent. In accordance, another physical activities show active movement during practice, such as football, running, tennis and more. Whereas yoga for children emphasizes on the style to child developmental and physical needs, it focuses less on the perfection of postures than cultivation of compassion (White 2009, p. 279). It accommodates children needs and condition with varying outcomes and low power. Yoga is not competitive and should not hurt. After the participants practiced several times, they felt more comfortable and began to enjoy the practice.

During the interview, they stated that yoga is not competition. They felt relaxed and flexible doing the practice. According to the participants, flexible is not about the flexibility of their body, but their ability to explore the sequence or movement as comfortable as they can without competing with others. Children feel more comfortable with themselves; it is shown when they said "it feels good when you can do what you can". It indicates that they enjoyed doing some poses moderately. According to their perspective, the participants expressed that yoga is more enjoyable after they do it several sessions. During their practices, they can feel stronger both mentally and physically. As Bridges & Madlem (2007) wrote:

“Children and youth who practice yoga learn about their body by discovering their strengths and limitation through its practices. Yoga encourages them to explore their natural flexibility and to become stronger through natural and functional physical movement using their own body weight” (p. 14).

By having this view, children are able to increase their self-esteem and appreciate their body more. In order to reach this understanding, some participants agreed that they should practice yoga at home, but the others felt that they could do when they have free time; through this discussion they concluded that individual practice is important to develop their practice. Therefore, yoga is the agency of children that follows their needs, rights and differences; moreover children as social actors are visible to act themselves in social worlds and to show how they associate with others (see Oswell 2013).

During the focus groups, the participants always mention that yoga is calming and relaxing. Both their discussion and statement showed that yoga influence their life, following some researches that discovered sport and exercise influence mental health and well-being (Greenberg & Oglesby 1996, quoted in Bridges & Madlem 2007). Accordingly Page and Tucker (1994) mention that children and young people whom physically active feel ‘less lonely, shy and hopeless’. Consequently, children and youth who actively do physical activity have positive impact on increasing mood and self-esteem (Bridges & Madlem 2007). While doing the postures (asanas), they are able to increase flexibility and strength, moreover the breathing technique (pranayama) help them to concentrate.

Yoga is Calming and Relaxing

The participants said that breathing was the important part of yoga. They noticed when they felt stressful or upset, the breath was rapid and shallow. But at times of relaxation the breath was slow and even, it was done at the end of sequence every time they had classes in the studio. Although some yoga poses are difficult to do, the participants still receive pleasures doing yoga. They agreed that yoga transforms positive energy after they conducted it. Participants’ views as follows:

Yoga is calming and relaxing. (ES405)

When I do yoga the body only stays still and I continue to breath slowly while quieting myself. (AL305)

It makes me feel peace, calm and happy. (EA405)

When I practice yoga, it's like calmed down and it's really relaxing. Sometimes I feel a little bit empty, but it feels good after I finished the class. (AV405)

During the discussion, the participants drew the feeling of calmness and peaceful. The participants enjoyed the most when they have relaxation at the end of class; this is when they were able to eliminate their stressful mind. One of participant showed the enjoyment by closing her eyes and dropped her shoulder. She relieved tension from her body and reduced emotional stage by lowering her voice, and then she became quiet and static. The other participant also added emotional transformation to happiness when she conducted yoga. Correspondingly, it is shown that the practice affecting their emotional aspects and improving emotion regulation skills (Hagen & Nayar 2014). Yoga is not only tool for controlling emotion but also allows children to balance their own strengths. Some participants shared the same perspectives as follows:

I am studying at school during the day and feel so tired, and then I come to yoga class after school. I feel more calmed and happy. (ES405)

When I do yoga, I breathe slowly; it feels like getting rid of all the hard things. Afterward, I go home and it feels calmer inside. I can sleep well at night. (EA405)

When children understand themselves, they perceive to have self-regulation; however it is shown differently in each child. Subsequently, yoga trains body and mind to bring emotional balance, which contribute to harmony (Nikolova 2014). Moreover, yoga is also known as mindfulness practice, which includes structured activities that “require individuals to exercise volitional control over their physical and mental activity” (Greenberg and Harris 2011, p. 2). At the time that children are emotionally happy when they do yoga, they are able to listen to central part of their body, feeling and ideas. Thus, yoga creates healthy development and good mental health (Hagen & Nayar 2014). Accordingly, researchers have shown that yoga improve interpersonal relationships by increasing happy feeling and having level of

mindfulness for those who practice yoga regularly (Ross et al 2014, p. 70).

Focus, Concentration and To Get New Energy

During the focus group, the participants noticed that they enjoy doing yoga and it gives them positive influence on their life, physically and mentally. They explained that after the practice, they apply the breathing technique at the school and home. Two participants expressed as follows:

When I had exam at school, I used to be stressful and panic. So I could not concentrate, but after doing yoga, I learn to breath slowly. It makes me not stressful during the exam. So that I say it helps me to focus and concentrate on exam when I become calm, it is very useful. (HL405)

I go to school everyday and have some tests, then I calm myself by breathing slowly. (AL305)

Their statements show that they are capable to regulate their emotion by applying pranayama. The breathing helped them to quieting their mind focuses on leaving worries behind. In the studio, the postures and breathing are connected to improve the strength and flexibility. While outside the studio, the children applied the breathing to lowering anxiety. By having less anxiety, they can focus and concentrate on their activity. From the psychological perspective, yoga provides positive impact, such as an increase in somatic and kinaesthetic awareness, positive mood, subject well-being, self-acceptance, self-actualization, social adjustment, and decrease in anxiety, depression and hostility (Arpita 1990; cited in Bridges & Madlem 2007). Previously, the majority of participants said that yoga is calming, relaxing and quiet. Subsequently, they perceived that yoga helps them to increase concentration on their daily routine, such as doing the schoolwork or home activities. One participant added their views as follows:

During the practice, I can breath slowly then I become calmer. After yoga, I get new energy. I think breathing is important, so people can concentrate. (HL405)

The children's experience and participation of yoga can be seen to provide positive impact in their daily life, although they only use its breathing technique. Interestingly, their experiences

clarify the anecdotal reports that yoga decrease anger and panic attacks and enhancing focus and concentration (White 2009). One of participants also explained that when she felt upset and angry, she could regulate her emotion by breathing. It helped her lowering the emotion. Accordingly, Ross et al (2014) describe about the affect of yoga regarding emotional well-being. The participants also showed that after conducting yoga they became more energetic and playful. Additionally the mental quieting phase creates calm and relaxing feeling, which increases focus, concentration and lighter energy that affecting on positive impact on children's behavior and activity. According to White (2009) the elements of yoga includes asana practicing, accompanied by the elements of breathing control and concentration, this technique help children and youth to calm their unstable emotion when they need it.

I attempt to identify these subthemes with children perspective, how they understand the meaning of practicing yoga and how it influences their everyday live. With the yoga intervention, children understand that their participation on yoga contribute significant aspect in their life. Subsequently, adults usually dominates children's participation, which creates 'status ambiguity', this refers to confusion felt by children to their felt rights and responsibilities (see Barber 2009). Whilst yoga elaborates children's needs to its practice which differ from yoga for adults. During the interview, the participants clearly explained that yoga changes their way of thinking, although they joined the class because of their parents, they were having option to choose to join or not. Both subthemes of yoga influence in children lives show that children's participation in yoga gives them positive influence. They are able to deliver their perception of yoga and give some insights to the owner of the studio. Accordingly, children view on how yoga influences their life expressed through their voices.

Reactions to Yoga Practices

Children expressed that they enjoy practicing yoga, but they felt uncomfortable doing some poses, because they were exhausting. Some participants explained that they do not like when the pose involved stretching and standing in longer period. They expressed as follows:

Breathing is the best thing in yoga and not changing one pose to another so fast.

(AV405)

I do not like pose that should stand and stretch too long, because it is so tiring.

(EA405)

I like child pose because I do not need more efforts. (HL405)

According to the statement, the children stated uncomfortable feeling when they conducted yoga due to their difficulties following the pose. The majority of participant explained that they were experiencing physical discomfort, such as aching and tightness. However, they showed comfortable feeling when they do effortless pose, such as child pose. On the contrary, one participant experienced differently than others. Her perception as follows:

I really like yoga, because it is like training but it is different, it is calm training.
And my favorite pose is crow pose. (EL305)

According to Iyengar (1995), each pose has various contraindication and benefit whether it is basic or advance pose. I believe that yoga instructor should assist students preventing injuries.

The comfortable and enjoyment feeling was shown when she described her reaction towards yoga practice. She clearly described that she enjoyed doing yoga and practiced regularly at home. Although other participants said differently, she considered that yoga is good practice and given positive impact in everyday life. When I asked her to do her favorite pose, she voluntarily showed crow pose. It is one of advance pose, which require arm balance and strength. Additionally, she motivated herself to maintain the practice three times a week at home.

Some participants expressed that they do not like doing certain pose of yoga. They felt that it is exhausting to stretch and stand in the position longer. On the other hand, some of them enjoyed doing yoga and practiced regularly at home. They realized that yoga is an individual practice, so they have flexibility to decide for themselves. In the focus group, the majority of them answered that they were not comfortable doing yoga at the first session. Due yoga is their first experience and it has static pose with breathing technique. They felt it was strange to do the pose and quiet at the same time, as it is different from sports, which involve many movements. Subsequently, it is shown that the children are able to recognize feelings associated with focus attention for varying period. Therefore, children's feeling established self-reflection and self-awareness; which help them to set goals, planning and modify actions (White 2012, p. 46).

CONCLUDING DISCUSSION

This study aims to explore how children experience of yoga that influences their everyday life and well-being. The data analysed indicates children had different ways of discovering their experience of yoga in various aspect of their life. The research findings are categorized into three aspects; which are children's view and experience of yoga, how yoga influences children's lives according to the children and reactions to yoga practice.

Children's Views and Experiences of Yoga

The first result shows children's experiences and views of yoga, which appears on their understanding that yoga is different from other physical activity and a non-competitive training. As part of physical activity, yoga has various health outcomes for both physical and mental health; which combines breathing, physical postures and meditation (Strauss 2005). Within different definition of physical activity, yoga can be categorized as physical fitness due to its relevance with performed-related and health-related fitness. In accordance, the main goal of yoga, as method in physical education, is to contribute for the harmonic development of children and young people (Nikolova 2014, p. 220). By having non-competitive environment, they were performing their competence and were developing their strength both physically and mentally. The participants also reported a sense of closeness to their yoga teacher, a relationship they valued. The focus group interview shows that the participants understand the differences between physical activities that active movements, which consume more energy and non-active movements, which consume less energy. Accordingly, the participants experienced the state of enjoyment when they conduct yoga due to non-competitive practice. In non-competitive environment, children are able to use their power to explore natural flexibility of their body. Subsequently, the experiences represent their view of understanding yoga as different practice, which involve children's participation. However, each individual experiences different result according to their regular practice and how they receive the practice in positive way.

Yoga Influence in Children Lives

The second result presents yoga influence in children lives. It is identified that yoga creates calm and relaxing feeling, which affects on children's focus and concentration both during the practice and on daily life. Accordingly yoga contributes significant aspects of children well-being, which is explained by children who conduct yoga. Children utilize the breathing technique during the practice and outside studio. When they encounter anxiety and panic attack, breathing is used to reduce their emotional instability. As White (2009) writes that the interest of yoga for children has been increasing in order to calm the mind and increase health and well-being. The children discover how to reduce stress and regulate their emotion, accordingly yoga as positive exercise that helps youth to manage emotional, social and mental stresses (Bridges & Madlem 2007, p 13). Hence, children indirectly understands that yoga provide positive influence in their well-being both physically and mentally.

Reactions to Yoga Practice

The third result informs that children have different ways of responding their experience practicing yoga. They told about comfortable and non-comfortable feeling when they were conducting yoga. Their reactions indicate their ability to recognize feelings associated with focus attention for varying period. Consequently, children establish self-reflection and self-awareness in order to help themselves to set goals, planning and modify actions (White 2012, p. 46). As part of children's agency, yoga is a tool to help children reaching well-being by discovering strengths and limitations of their body. This study applies child perspective and children's perspectives to discover children's position and their understanding of meaning making activity. Subsequently, children experience the state of being by expressing their views and perspectives in order to provide insightful ideas for developing yoga teaching and learning practice. Hence, children are seen and listened as the subject of the research in order to identify children needs and perspectives.

Methodological Reflections

The study has some limitations. Firstly, it was easier having discussion with fewer participants than more participants. Because I am a novice researcher; I feel that to reach better discussion, 3 participants are needed in one focus group. To the point that time can be

lost on issues irrelevant to the topic if fewer or more than 3 participants attend. Secondly, the small number of participants and age groups included in study limits the generalization of research findings. The research should be well-prepared and conducted into longitudinal studies in order to facilitate improvement of children and young people experiences of yoga. Another limitation is the credibility and legitimacy of open-ended interview with different focus group (n=2 and n=4), which affected the participants' discussions. Despite limitations, the findings perceive reflection of the participants' experiences that yoga could be a useful intervention for a number of at risk populations. There appears to be an aspect of community associated with yoga practice that is both physical (a way to have better health) and mentally (a way to feel calm and relaxed to overcome individual stress or panic attack) and this aspect of community may be beneficial to one's mental, physical and merits further exploration.

Overall Conclusion

The children who conducted yoga appeared to experience yoga in different ways, but the majority of them agreed that yoga provide positive impact of their life. The interest of doing yoga started from parents' offer to become physically active. They understand that yoga help them regulating emotion and natural flexibility, which create self-enhancement and self-awareness. In accordance, children well-being is understood by comfortable and enjoyment of practicing yoga. This feeling motivates children to participate actively and continually. Yoga enhances children's agency and participation. Accordingly, their participation influence cooperation and learning in the process of the meaning making experiences during yoga. Subsequently, this understanding relates to child perspective, which points to the fact that the results provides guidance to emphasize yoga teaching and learning to children and young people. The different teaching method accommodates children and young people needs regarding the physical fitness. The difference of teaching between adults and children customize yoga practice into various techniques, which is for children and young people, yoga practice should regulate into more enthusiast, interesting and playful-active teaching method. Therefore, children's perspectives on yoga provide beneficial information to examine how children are positioned active in their well-being. Furthermore, I explored other sources of information to further validate findings, including the findings in the philosophic text *Light on Yoga* by B. K. S. Iyengar, one of the world's foremost yoga teachers and author of numerous texts on yoga practice and philosophy. These findings provide support for the social research

of yoga on children perspective proposed in this research by providing preliminary evidence that children experience yoga as contributing to their physical fitness and calm.

These findings reveal a number of implications for teaching practice. Children's perspectives help yoga instructor to modify the practice to adjust situation of children and to create interesting and enjoyment lesson. Yoga as mindfulness practice influences mental health and well-being and likely to help to overcome obstacle in the emotional growing period. Consequently, children who practice yoga experience various health outcomes. Conclusion of the present work highlights both physical and mental aspects in relation to children's experiences and can motivate yoga practitioners to develop their teaching practice. In conclusion, children perspective of yoga shows their views and experiences both in the studio and in everyday life (Sparrman and Lindgren 2010) showing that yoga practice might contribute to social support for children physically and mentally.

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APPENDIXES

Figure 2: Identify the sampling and patterns

Sampling	Raw Data	Initial Categories
EL305	<i>I was little nervous, coz I didn't really know what we were going to do, I thought it was going to be a lot more difficult. But it was, eh, it went okay. I think it was because ?; like we were going to fly. That was why, but this time it went a lot better (EL305fg4)</i>	<ol style="list-style-type: none"> 1. Feeling of practicing yoga at the first time 2. Feeling after practicing yoga few times
	<i>at the same time I had to keep track on what you were doing, and then I had to do it, and then I had to breath properly and not fall over. A lot to keep track of. But it went a lot better, it didn't take much time before I got the hang of it. (EL305fg6)</i>	<ol style="list-style-type: none"> 1. Feeling of practicing yoga at the first time 2. Yoga practice 3. Feeling after practicing yoga few times
	<i>I think yoga is different, it is not like football. It needs to run. Yoga uses to be peaceful, relax, quiet, calm. And it is the same for getting better of health than other sports. (EL305fg10)</i>	<ol style="list-style-type: none"> 1. Differences between yoga and other physical activity 2. Affect of practicing yoga
	<i>I feel mostly calm ?; I felt a little bit empty. That is what I felt, anyway. I feel calm, peaceful <showing with body expression> little bit heavy ?; (EL305fg13)</i>	Feeling of practicing yoga
AL305	<i>it is different with running. Yoga is staying and quieting (AL305fg9)</i>	Differences between yoga and other physical activity
	<i>Before, I have school before and I'm very tired and then, like, we come here and we take a breath, like, getting rid of all of the hard things, like, and then we come outside and we ?; get a calm inside, sort of. (AL305fg14)</i>	<ol style="list-style-type: none"> 1. Talked about daily activities 2. Feeling of the daily activities 3. Practice yoga with breathing 4. Feeling of practicing yoga
ES405	<i>it's calming and I feel calm and like happy, (ELS405fg11)</i>	Feeling of practicing yoga
	<i>I thought it was weird too I was with ALV and she was been there two times before ?; so she tell me about it, but it was excited. (ELS405fg17)</i>	Feeling of practicing yoga for the first time
	<i>you don't train that same things, you don't run, you put so much stuff. You just do weird position. (ELS405fg19)</i>	<ol style="list-style-type: none"> 1. Differences between yoga and other physical activity 2. Feeling of practicing yoga
HL405	<i>No, I don't like at the first time doing yoga (HIL405fg14)</i>	Feeling of practicing yoga for the first time
	<i>you do it for yourself and learn not to compete with each other. (HIL405fg21)</i>	Experiences of yoga
	<i>more calm and it's like sleep for time, and get new energy (HIL405fg25)</i>	Feeling of practicing yoga
	<i>you learn to breath better when you high, for test or something you can breath and calm down and just focus on test (HIL405fg28)</i>	<ol style="list-style-type: none"> 1. Feeling of daily activities 2. Feeling of practicing yoga

Figure 3: Outline on paraphrased items

Samplings	Outline
AL305	<ol style="list-style-type: none"> 1. <i>Feeling of daily life</i> <ul style="list-style-type: none"> ➤ Stress at school especially when there is test. 2. <i>Feeling of yoga</i> <ul style="list-style-type: none"> ➤ Calm inside 3. <i>Experience of yoga</i> <ul style="list-style-type: none"> ➤ First time doing yoga ➤ Practicing for six times ➤ Feeling better after the second till last practice ➤ Think that yoga is different with running, it is staying and quieting ➤ Practice yoga three times a week at home 4. <i>Affect/influence of yoga</i> <ul style="list-style-type: none"> ➤ The feeling has changed from stressful at school then getting rid of the hard thing after coming to yoga class ➤ More concentrate ➤ Breathing helps calming herself 5. <i>Reason for doing yoga</i> <ul style="list-style-type: none"> ➤ Yoga is fun
EL305	<ol style="list-style-type: none"> 1. <i>Feeling of daily life</i> <ul style="list-style-type: none"> ➤ Stressful at school. ➤ Much homework. 2. <i>Feeling of yoga</i> <ul style="list-style-type: none"> ➤ Nervous at the first time because she did not know what to do ➤ But feel better after the second practice ➤ Peaceful, relax ➤ Quiet, calm ➤ Enjoy doing yoga 3. <i>Experience of yoga</i> <ul style="list-style-type: none"> ➤ First time doing yoga ➤ Practicing for five times ➤ Think that yoga was difficult at the first practice ➤ But then she is able to follow the practice and to breath properly after few practices ➤ Think that yoga is different from other physical activity but the same purpose for getting better health ➤ Yoga is staying and quieting, no need to run ➤ Practice yoga regularly at home when she feels like practicing ➤ Do breathing technique when feeling angry to calm down 4. <i>Affect/influence of yoga</i> <ul style="list-style-type: none"> ➤ When she had test she calms down herself with breathing technique. ➤ Breathing can make people calmer so they do not feel stressed. ➤ Breathing is one important part of yoga so people can concentrate and focus. It helps her a lot in the school. ➤ Yoga does not need to compete with others, so people can do as far as they can. 5. <i>Reason doing yoga</i>

	<ul style="list-style-type: none"> ➤ It would be fun to try something new.
ES405	<ol style="list-style-type: none"> 1. <i>Feeling of daily life</i> <ul style="list-style-type: none"> ➤ School makes her feeling hyper. 2. <i>Feeling of yoga</i> <ul style="list-style-type: none"> ➤ It's calming. ➤ Give happy feeling. ➤ Weird at the first time to stand up in the dog pose. ➤ Feel good. 3. <i>Experience of yoga</i> <ul style="list-style-type: none"> ➤ First time doing yoga. ➤ Practicing for five times. ➤ Yoga does not put so much stuff, such as running but just do weird positions. ➤ Favorite pose is child pose because she does not need to do many things. ➤ Yoga is calm training I like child's pose because I do not need to so many things. 4. <i>Affect/influence of yoga</i> <ul style="list-style-type: none"> ➤ Feeling stronger both physical and mental ➤ More confidence because just think about yourself without competition and comparing with others ➤ Breathing is one important part of yoga. 5. <i>Reason for doing yoga</i> <ul style="list-style-type: none"> ➤ From her father suggestions to join yoga.
HL405	<ol style="list-style-type: none"> 1. <i>Feeling of daily life</i> 2. <i>Feeling of yoga</i> <ul style="list-style-type: none"> ➤ Calmer. ➤ It's like sleeping. 3. <i>Experience of yoga</i> <ul style="list-style-type: none"> ➤ First time doing yoga. ➤ Practicing for five times. ➤ Do not like the first practice of yoga. ➤ Yoga does not compete. ➤ Think that yoga is 'do it yourself' and learn not to compete with others. ➤ More comfortable with flexibility in yoga (free to choose her practice according to her ability) ➤ Do not like warrior pose because she should stand and stretching too long, then it makes her sore. ➤ I like everything about yoga except warrior pose. The best part of yoga is to breath and not to do the position so fast then keeping calm. 4. <i>Affect/influence of yoga</i> <ul style="list-style-type: none"> ➤ It gets me new energy. ➤ Breathing is one important part of yoga. ➤ Do the sequence slowly so it keeps calm. 5. <i>Reason for doing yoga</i> <ul style="list-style-type: none"> ➤ From her mother.

Letter of Introduction and Informed Consent Form

Study Title : Children Experiences of Yoga in Everyday Lives

Researcher : Hestu Wahyu Rahmayani

Dear Parent or Guardian:

I am a master student of child studies in the Faculty of Arts and Science at Linköping University. The thesis I wish to conduct for my Master's thesis involves children ages 13 to 15 whose practicing yoga in the studio. This study has been approved by the Research Ethic Board of the Department of Child Studies. I am requesting your permission for your child to take part in this study.

Explanation of Procedures and withdrawal without prejudice

This study is designed to discover how children experiences yoga in everyday lives. The study is conducted to learn more about this question since it has not been studied much in the past. Your child's participation will consist of group interviewing, which he/she will be asked about his/her experience of yoga in everyday lives. This will be presented in one or two focus group, which will last for approximately 1 to 1,5 hours. Participation is voluntary and your child may withdraw consent and discontinue in this project at any time without prejudice or penalty. Your child may decline to answer any individual questions or stop the interview/activity at any time. Your child will be asked to participate and it will be made very clear that he/she can stop the activity at any time they wish. The group interviews will be conducted by me and assisted by one yoga instructor from the studio, audio-recorded and later transcribed for the purpose of data analysis.

Confidentiality

All information gathered in this study is strictly confidential and at no time will individuals be identified. Only the researchers will have access to the study data and information. There will not be any identifying names on the surveys or interview transcripts; they will be coded and the key to the code will be kept locked away. The tapes will be destroyed at the completion of the study. The findings of this study will be published in a thesis and journal articles and/or conference presentations, but neither your child nor her/his yoga studio will be named.

Further questions and follow-up

You are welcome to ask me any questions that occur to you during the interview. If you have further questions once the interview is completed, you are encouraged to contact me using the contact information given below. The result of my research will be made available to you upon request.

If you are in agreement with having your child participate in this study, please sign below and return one copy to the yoga studio. This page is for you. If you have any questions or concerns, please do not hesitate contact me at 0704-13-6365 or via email at hesturahmayani@gmail.com

Sincerely yours,

Hestu Wahyu Rahmayani
Linköping University

I hereby have read the above information. I consent to my child being audio taped and interviewed.

Child's name : _____

Age : _____

I understand that:

- a. Participant is entirely voluntary and that my child and/or I can withdraw permission at any time.
- b. Any information gathered (as noted above) will be used only for educational purposes and that this information may be shared with the yoga course instructor(s), with other legitimate professional and consultants and possibly with graduate students registered in the course of Child Studies.

I have been fully informed about the study and know that I may contact the researcher for information or explanations at any time.

Parent or Guardian Signature

Date:

Participant Signature

Date: