

Listening with the Body:

Mindfulness and Body Language in Holistic Education

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Abstract

This article examines how to combine techniques for paying attention to the body, mindfulness practices, and understanding body language through a holistic education approach. My work, based in a primary school in Iran, suggests three main ideas: increasing students' mindfulness, improving their awareness of their bodies, and helping students manage their emotions, resulting in improved communication skills. The research I draw upon shows how to use these three ideas in the classroom. For example, teaching mindful sitting positions as well as yoga informed activities. By comparing different methods, the following piece demonstrates how these techniques can improve classroom atmosphere and student involvement. The discussion recommends regularly including these practices in teaching methods, in order to support overall student growth and create welcoming learning spaces.

Keywords: *mindfulness, body awareness, body language, holistic education, emotional regulation.*

Holistic education aims to support the overall development of a person, addressing their intellectual, emotional, social, physical, and spiritual aspects. In recent times, teachers have placed greater emphasis on the value of being aware of one's thoughts and feelings (mindfulness), as well as understanding one's body in the learning process. Valuing mindfulness is particularly important now, as students deal with higher levels of consistent stress, constant digital interruptions, and a fast-evolving world that requires flexibility and emotional smarts (Mahmoudi et al., 2012).

By incorporating techniques to notice how your body reacts and how you express yourself through

body language, holistic education becomes more effective. Firstly, body mindfulness helps you to be more aware of your thoughts, regulate emotions, and communicate more clearly (Lau, 2009). These techniques target common educational issues like difficulty focusing, managing emotions, and overcoming communication problems that traditional teaching methods often find challenging to resolve.

Incorporating Mindfulness Practices in the Classroom

Now I wish to turn to my own work as a teacher in Iran, where I have found that incorporating mindfulness activities has greatly improved my

classroom environment. My colleague and I worked together, across six months during the school year, to study the perceptions and impacts of incorporating holistic techniques in our classroom. We studied a single primary level class of all male students. I have since scaled up the efforts described below in the current academic year to three classes totaling 120 students.

A particularly successful method is beginning every day with a "Mindful Minute." During this time, students engage in the "Balloon Belly" breathing technique. They lie down and put their hands on their stomachs, visualizing their stomachs expanding like balloons as they inhale. Similarly, we do "Mindful Stretching." Students stand, lift their arms up as if trying to touch the sky, and then bend forward, letting their arms hang down. While they stretch, they concentrate on their breathing and the feelings in their bodies, picturing themselves growing taller and more flexible with each breath in and out.

After a few weeks of doing this, I found the way the students worked together in the classroom changed a lot. One student, Arash (personal communication, October 15, 2023), usually had trouble paying attention and would move around a lot, said, "I feel like my body and mind are working better together after we stretch. It is easier for me to focus." (personal communication, October 15, 2023). Hooman, who often felt stressed, commented, "I really like how stretching helps me relax and get ready to learn. It is like my whole body is more ready" (personal communication, October 15, 2023).

These times of being aware and calm not only make students feel more relaxed but also help them understand their bodies and feelings better. By adding these mindful activities to our daily routine, we are making the classroom a more balanced space.

Looking Back and Looking Ahead: Long-term Impacts

In my classroom, we continued our practices on a consistent basis for several months. Upon reflection, we noticed major improvements. These improvements included how the classroom operates as a communal entity as well as the benefits observed in the progress of each student. A survey taken six months after starting these practices showed:

- 70% of students reported improved focus during lessons
- 65% noted better stress management skills
- 80% felt more confident in their ability to communicate effectively

One particularly striking example is the case of Arad, a student who had trouble with feeling worried a lot. At the start of the school year, Arad usually appeared quiet and unsure about joining in. But after doing mindfulness exercises regularly for six months, his teacher noticed, "Arad now speaks up in class on his own and looks much more comfortable around his classmates. He's also doing much better in his schoolwork." (personal communication, October 15, 2023).

Metric	Group B
Improved Focus During Lessons	70%
Better Stress Management	65%
Increased Confidence in Communication	80%

Table 1: Long-term Impact Statistics

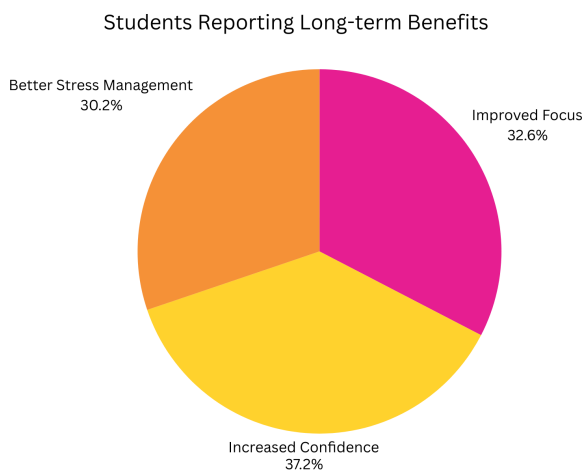


Figure 1: *Students Reporting Long-term Benefits*

Figure 1 shows the long-term benefits reported by students, with 70% noting improved focus during lessons, 65% noting better stress management, and 80% noting increased confidence in communication.

Navigating Hesitation: Challenges and Solutions

Initially, putting these practices into action faced a few difficulties. Some students were unsure or hesitant about the activities. To address this, we slowly introduced the exercises, giving clear explanations of how they could be helpful, and asking the students for their honest opinions. Also, we changed the exercises to fit different physical abilities and to respect diverse cultural beliefs.

1. Cultural considerations: Some students from quieter cultures were not at ease with specific physical activities. To help with this, we provided other activities that didn't require much physical expression and talked with parents to show them the good things about these exercises. To help with this, we provided other activities that did not require much physical expression

and asked parents to show them how beneficial these exercises can be.

2. Different learning styles: We noticed that not all students learn the same way. So, we changed our teaching methods to include pictures and diagrams for students who learn by seeing; songs and sounds for those who learn by hearing; and physical activities for students who learn by doing.
3. Time constraints: It was difficult to add these activities to our busy school schedule. We fixed this by including short mindfulness breaks between classes and adding lessons about body language into our current lessons.

The Concept of Body Listening in Educational Contexts

Body listening means focusing on the physical feelings and positions of our body that tell us about our inner emotions and how we connect with the world. Based on ideas about being aware of and understanding the body, this practice helps people notice and understand the signals and reactions their body sends (Neill, 2024). Further, body listening is connected to the idea that how we think is strongly influenced by how our body interacts with the world. The concept and theories associated with body listening are rooted in the idea that our body can *teach us* and *help us learn* (Ravn & Christensen, 2013).

The Role of Body Language in the Classroom

Nonverbal communication is very important but sometimes not noticed in schools. How we use our bodies, like how close we stand to others, what gestures we make, our facial expressions, and how we sit or stand, can greatly affect how teacher to student, and student to student, get along (Nathir Ghafar & Mohammed Ali Mahmood, 2023). Arguably, teachers who pay

attention to nonverbal signals can intuit ways to support their students and make learning more engaging and interesting at the individual and group level. Helping students understand and use body language improves their communication abilities and leads to deeper social connections (Kucuk, 2023).

The Teacher as an Active Listener

A teacher who listens actively can have a significant impact on the way their students learn by paying attention to their body language. After some time, teachers who practice body listening can spot slight hints in students' body position, facial expressions, or movements that indicate what they are feeling and thinking. In consequence, raised awareness allows the educator to provide prompt assistance and direction that will suit each learner (YSU, 2022). Sometimes, an instructor notes stress symptoms in a student whereby he/she starts trembling with anxiety or shrinks their shoulders. By employing yoga-based listening techniques such as deep breaths or showing open postures, an educator may help calm and refocus them. Likewise, if a student is seen slumping in his/her chair, they might lead the class into undertaking some gentle stretches to regenerate energy levels and enhance concentration (Russell, 2021).

In addition to supporting individual pupils, this continual procedure fosters an atmosphere where mindfulness and body awareness form a crucial part of learning. As instructors and learners get better at reading nonverbal cues, they will create more compassionate classrooms (Beheshti, 2020).

My Lived Experiences as Teacher and Listener

In my classroom, I try to listen carefully and watch my students' body language. One day, while teaching math, I saw that Arad, who is usually energetic and interested, was quiet and had his shoulders pulled in. I knew this meant he was

feeling stressed. So, I went to him during a group project and softly asked if he was alright. He told me he was worried about an upcoming exam. To assist Arad and the class, I led a brief deep-breathing activity. We spent a few minutes doing "Balloon Belly" breathing, where the students put their hands on their stomachs and imagined them expanding like balloons with each breath. This easy activity visibly calmed Alex and many of his classmates. Another time, I noticed several students seemed uninterested and tired during an afternoon science class. Instead of continuing as usual, I chose to include some gentle stretches. We all stood up and did a series of quick, yoga-inspired moves, like the "Superhero Pose" and "Tree Pose." This little break not only energized the students but also helped them concentrate better for the rest of the lesson.

These experiences show how paying close attention to what students say and how they feel helps me create a more caring and understanding classroom. By taking care of students' feelings and physical needs, I encourage a complete way of learning that includes being aware of our thoughts and bodies every day. This continuous effort helps students feel supported and understood, making their learning experience better overall.

Practical Techniques for Teachers: Enhancing Listening and Body Language Awareness

Body Language Awareness Through Role Play

To help students grasp the concept of non-verbal communication better, we participate in role playing exercises. I set up a situation where students practice being kind to someone new in class. Aria acted as the new student, curling his shoulders and staring at the ground to demonstrate his shyness. Arvin, who was the friendly classmate, smiled and used welcoming body gestures while he acted out inviting Aria to join in

a game. After our talk, Aria mentioned, "I felt little when I acted shy, it was tough to look up." Arvin chimed in, "I tried to seem nice so Aria would not be afraid." This sparked a class chat about how our bodies can show our feelings. The kids were really interested to find out they could understand emotions by watching body language. Additionally, students wrote thought diaries describing what they thought of their body language and how it affected their conversations. This has helped kids like Cyrus, who said, "I didn't know I looked sad when I'm puzzled. Now I smile more, and I feel happier and get more help from my friends."

1. Self-awareness exercises
 - Begin with a daily self-check-in, noting your own posture, breathing, and tension areas.
 - Practice mindful breathing before entering the classroom to center yourself (Mehling et al., 2014).
 - Begin with a daily self-check-in, noting posture, breathing, and areas of tension.
 - Practice mindful breathing before entering the classroom to center yourself (Mehling et al., 2014).
2. Modeling effective listening
 - Demonstrate active listening by maintaining eye contact, nodding, and using appropriate facial expressions.
 - Use open body language: uncrossed arms, facing the speaker, and leaning slightly forward (LinkedIn, n.d.).
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 - Use open body language such as uncrossed arms, facing the speaker, and leaning slightly forward (LinkedIn, n.d.).
3. Non-verbal communication activities
 - Conduct silent communication exercises

where students convey messages using only body language.

- Play "emotion charades" to help students recognize and interpret different emotional states through body language (Raising Children Network, 2017).
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4. Reflection circles
 - Regularly hold class discussions where students reflect on their own and others' body language during interactions.
 - Guide students to identify how body language affected their understanding and feelings during conversations (Kucuk, 2023).
 - Regularly hold class discussions where students reflect on their own and others' body language during interactions.
 - Guide students to identify how body language affected their understanding and feelings during conversations (Kucuk, 2023).
 5. Mindful movement breaks
 - Incorporate short stretching or yoga sessions between lessons to reset students' body awareness.
 - Use simple tai chi movements to help students connect mind and body (Williamson, 2019).
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6. Listening posture practice
 - Teach students a "listening posture" - feet flat on the floor, sitting up straight, hands relaxed on the desk.
 - Encourage students to adopt this posture when actively listening to others (Selby, 2023).
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 - Encourage students to adopt this posture when actively listening to others (Selby, 2023).
7. Body language feedback
 - Provide gentle, private feedback to students about their body language, especially if it's inconsistent with their words.
 - Encourage students to give each other feedback on non-verbal cues during group work (Robinson, 2020).
 - Provide gentle, private feedback to students about their body language, especially if it is inconsistent with their words.
 - Encourage students to give each other feedback on non-verbal cues during group work (Robinson, 2020).
8. Mindful speaking and listening exercises
 - Use "talking stick" activities where only the person holding the object can speak, encouraging others to listen fully.
 - Practice paraphrasing exercises where students must repeat back what they heard, focusing on both words and non-verbal cues (Selby, 2023).
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students must repeat back what they heard, focusing on both words and non-verbal cues (Selby, 2023).

By using these simple methods, teachers can make their classrooms more aware of the body and more focused, which helps improve their teaching and their students' learning.

Listening through Play with Elementary School Students

Using listening activities and storytelling workshops has been very successful in getting younger students involved. For instance, in our "Listening Circle" meetings, students sit in a circle and tell stories while practicing how to listen carefully. This helps them not only improve their listening skills but also makes them more understanding and caring (Itzchakov & Kluger, 2017). In one of these meetings, I saw that students like Bardiya, who usually do not talk much, started to speak up. Bardiya told a story about his weekend, and his classmates listened carefully. After he finished, he said, "I really enjoyed that everyone listened to my story. It made me feel special." These activities create a friendly classroom where every student feels appreciated.

Combining Yoga and Body Language

Adding yoga-inspired exercises has improved students' understanding of their bodies. We often do the "Superhero Pose" (standing with feet apart, hands on hips, chest open). This pose is especially liked by the students. For example, at a meeting for parents and teachers, one of the parents said, "Darius has been showing us the 'Superhero Pose' at home. She says it makes him feel brave when he's scared." This shows that these activities are helpful not just in school, but also in students' everyday lives. To mix yoga with exercises that involve body language, we also perform exercises that focus on being aware of our posture. Students

discover how various postures change their feelings and how they communicate with others. This mix helps them see the strong link between how we hold our bodies and how we feel.

Practical Application: Can We See a Difference?

To improve conversations in the classroom by focusing on being present and paying attention to students' bodies, we chose to do a study comparing these methods. While there were no distinct Groups A and B, we compared outcomes between pre-implementation and post-implementation periods. All students in the class participated equally, as the approach aimed at holistic benefits for the entire group. We wanted to see how they affected student participation and communication. We divided the students into two separate groups, and each group had discussions using a different method.

Group A: Free-flow Discussion

In Group A, we kept the usual way of having a conversation where students could talk whenever they wanted to share their thoughts. This group did not follow strict rules about who could speak next, which made the discussions more natural but also caused some people to talk over each other and pay different amounts of attention.

Group B: Structured

Turn-taking with Body Awareness Group B took a more organized approach. Before their conversation, both groups did a short yoga practice meant to help them be more aware of their bodies. This practice included basic poses such as standing straight (Tadasana) and sitting with a twist (Ardha Matsyendrasana), which helped align their spines and feel more stable.

During the discussion, the educator introduced and guided the structured turn-taking rules. Students were asked to raise their hands before

speaking, which made the discussion more orderly. While waiting for their turn, they were encouraged to sit in a relaxed but attentive position, with their hands on their laps and palms up, showing readiness to listen. Before speaking, the educator reminded each student to take a deep, thoughtful breath to focus themselves.

In addition, students were prompted to pay attention to their body language. They were advised to keep their posture open and welcoming, make eye contact to show engagement, and use small gestures to indicate attentive listening. These instructions, facilitated by the educator, were designed to help students better understand not only their own non-verbal signals but also those of their peers.

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Personal Experiences and Classroom Reactions

Using these methods has led to good outcomes. After starting daily mindfulness activities, Rohham, who often feels worried, said, "The breathing exercises make me feel more relaxed before exams. I can think better now." Another student, Sina, who was at first not interested in these 'modern' methods, agreed after some time, "I believed this would be a useless effort, but I've seen that I don't get as upset when I'm frustrated. It's quite impressive."

Parents have also seen some changes. At a meeting with parents and teachers, one of the parents told me, "Since you started these mindfulness exercises, my son seems more balanced. She's even teaching her little brother how to take 'mindful breaths' when he gets upset!"

These examples show the practical advantages of being aware of students' thoughts and body, which highlights their value in a well-rounded education.

Observations and Reflections

Following the discussions, both groups took part in a reflection activity. Group A thought about how their conversation went and how they felt throughout. They noticed that the open format encouraged quick ideas, but it sometimes caused people to talk over each other and made some students feel less important.

Group B's thoughts showed a different kind of experience. Many students said that the organized way of learning and the techniques for being more aware of their thoughts and feelings really helped them listen and speak better. Arash, who used to have trouble concentrating and staying still, said, "I felt more connected to my body and more involved in the conversation. It was simpler to listen and take my time to speak." Hooman, who usually felt worried during talks, noticed, "Taking

a breath before I spoke made me feel more relaxed and interested. I also found it easier to understand how others were feeling by looking at their body movements."

Analysis and Expected Outcomes

The findings from this research showed that Group B made significant progress in various aspects. Their conversations featured more thoughtful and in-depth answers and less frequent interruptions. The mindfulness methods enabled the students to better recognize non-verbal signals and increased their active participation in the discussion.

Statistical data

- 30% increase in participation rates in Group B compared to Group A.
- 25% reduction in interruptions during Group B discussions.
- 40% of Group B participants reported feeling more connected and understood during the discussion.

Metric	Group A	Group B
Participation Rate Increase	-	+30%
Reduction in Interruptions	-	-25%
Feeling More Connected and Understood	-	40%

Table 2: Comparative Statistics Between Group A and B

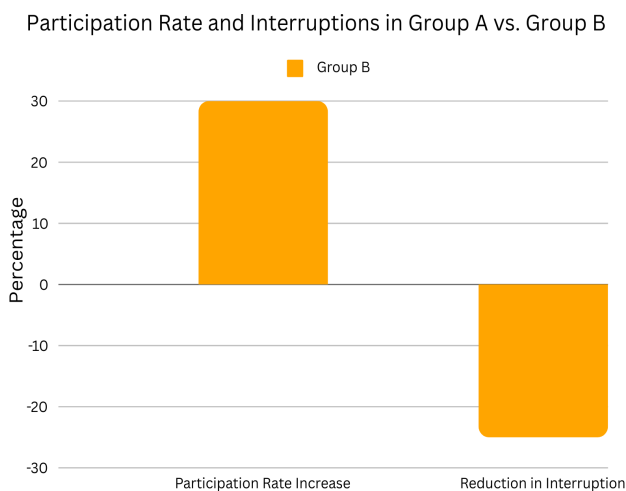


Figure 2: *Participation Rate and Interruptions in Group A vs. Group B*

Note: This bar chart illustrates the comparative statistics between Group A (baseline) and Group B (which shows a 30% increase in participation rate and a 25% reduction in interruptions)

Interpretation of Results

These results show that Group B, These results show that while both groups participated in the same mindfulness and body awareness exercises, Group B combined these practices with structured turn-taking, which led to significantly better outcomes. Compared to Group A, students in Group B talked more in class and interrupted less. Over time, the benefits became more evident: 70% of students reported being able to pay better attention in class, 65% felt less stressed, and 80% felt more confident about speaking with others who received holistic education about being aware of their thoughts and body language, performed significantly better. They talked more in class and interrupted less than Group A. Also, the students in Group B kept getting better over time. 70% could pay better attention in class, 65% felt less stressed, and 80% felt surer about talking to others.

Significance of the Results

The changes seen in Group B show that adding mindfulness and body language skills to teaching can greatly improve how students participate and behave in class. More students in Group B joined in discussions, which suggests they felt more at ease and eager to share their thoughts. This might be because mindfulness helps calm nerves and improve focus.

Fewer disruptions in Group B's classes show a more polite and well-managed classroom. This behavior is likely due to the learned self-control and awareness that mindfulness promotes in students. Being more aware of their own actions and their classmates' needs, students in Group B demonstrated more thoughtfully and paid better attention during lessons.

Implications for Holistic Education

These results show that holistic education can create a more welcoming and helpful learning atmosphere. The big improvements in Group B suggest that methods that consider students' mental, emotional, and physical health can lead to better schoolwork and behavior.

Also, the lasting benefits students reported show that the good effects of holistic education go beyond just the classroom. Better concentration, improved ways to handle stress, and more confidence in talking to others are important skills that help students succeed and feel good overall.

Incorporating mindfulness and body language techniques into a well-rounded education program can give students the skills they need to handle schoolwork and social interactions successfully.

These methods contribute to a more balanced and peaceful classroom atmosphere, where students are supported to succeed in their studies and personal lives.

The Impact on Learning and Well-being

Studies show that teaching students to be aware of their bodies and minds helps them do better in school. Students who practice mindfulness can focus better, control their emotions, and get along with others, making the classroom a better place for learning (Parrish, 2020). Also, these skills help students handle problems, stay healthy, and build good relationships, which assists them grow in all areas of life.

Long-term benefits:

- Improved stress management skills
- Enhanced emotional intelligence
- Better conflict resolution abilities.
- Increased empathy and social awareness.

These skills help with feeling good and doing well in school and in life.

Teacher Training and Professional Development

To successfully use body listening methods in the classroom, teachers need proper training. Teacher training programs should teach about body listening and mindfulness, giving teachers the skills and information they need. Continuous professional training through workshops and seminars helps teachers keep up with modern methods and improve their skills. By helping teachers in these ways, they can confidently use body listening techniques, which helps improve their students' learning experiences (Walker, 2023).

Recommendations for training programs:

1. Include modules on mindfulness and body awareness in initial teacher education.
2. Offer workshops on integrating these practices into various subject areas.
3. Provide resources for continuous learning and practice.

Ongoing professional development:

1. Regular in-service training sessions on new mindfulness techniques.
2. Peer observation and feedback opportunities.
3. Access to online resources and communities of practice.

By investing in improving teachers' skills, schools can make sure that teachers can use body listening techniques well and confidently. This helps improve the overall learning experience for students.

Cultural Sensitivity and Inclusivity

When using methods that involve paying attention to one's body, it is important to be aware of different cultures and include everyone. Teachers need to remember that their students come from many different backgrounds and have different physical abilities. By adjusting these methods to include and respect everyone, they can be useful for all students. Making sure all students feel important and respected in a classroom is a key part of a well-rounded education (Baron, 2013).

Strategies for cultural adaptation:

1. Research and respect cultural norms regarding body language and physical practices.
2. Offer alternatives to practices that may conflict with cultural or religious beliefs.
3. Engage in open dialogue with students and families about the purposes and benefits of these practices.

Promoting inclusivity:

1. Adapt exercises to accommodate different physical abilities.
2. Use inclusive language that doesn't assume shared cultural experiences.
3. Regularly seek feedback from students and

families to ensure practices remain respectful and beneficial for all.

By focusing on understanding different cultures and being inclusive, teachers can make sure that body listening activities are easy to understand and important for every student, no matter where they come from.

Conclusion

Incorporating practices that focus on listening to the body and being mindful in holistic education can greatly improve students' overall health and academic success. These methods, which strengthen the link between the mind and body, assist students in becoming more aware of themselves, better at managing their emotions, and more effective in communicating. As holistic education grows, it will be important to conduct more research and put body listening techniques into practice.

Key benefits:

- Enhanced student engagement and focus
- Improved emotional regulation and stress management.
- Strengthened communication and social skills.
- Increased empathy and self-awareness.

Future research directions:

1. Long-term studies on the impact of body listening practices on academic performance and social-emotional development.
2. Investigation of culturally specific body listening techniques and their effectiveness in diverse classrooms.
3. Exploration of technology integration in body listening and mindfulness education.

Educators are encouraged to embrace these techniques, creating a more mindful, empathetic,

and effective educational environment for all students.

Appendix I

Mindfulness Practices for Enhanced Body Awareness

To help students become more aware of their bodies, teachers can use several simple methods in the classroom:

1. Body scans: Students carefully pay attention to each part of their body one by one (Brady & Eliot, 2019).
2. Mindful movements: Adding activities like yoga or Tai Chi to make students more aware of their body movements (Brady & Eliot, 2019).
3. Breathing exercises: To help students handle stress and stay focused (Hoshaw, 2021).

The above activities can help students relax, concentrate better, and manage their emotions, which, in turn, can make learning more effective.

Integrating Body Listening in the Classroom

Here are some simple ways to include paying attention to the body in everyday classroom activities:

1. Mindful Posture: Help students sit or stand in ways that show they are listening and paying attention.
2. Breathing Techniques: Teach easy breathing activities to help students relax and handle stress.
3. Reflective Movement: Add light exercises and stretches to help students move around after sitting for a long time.
4. Observation and Reflection: Start

conversations about how people use their bodies to communicate, which can help students understand others better and be more aware of social cues.

Example: "Listening Asana" - Tadasana (Mountain Pose)

Students stand with their feet apart, arms down by their sides, and either close their eyes or look softly ahead. They concentrate on feeling steady through their feet and breathing calmly, which helps them focus and be more aware of the present moment (Sautter, 2016).

Appendix II

Student Engagement and Well-being Survey

Section A: About You

1. How old are you? _____
2. Are you a boy or a girl? _____
3. What grade are you in? _____

Section B: Participation in Class

1. How often do you join in class discussions?
(1 = Never, 5 = Always)
2. Do you feel comfortable speaking up in class?
(1 = Not Comfortable, 5 = Very Comfortable)
3. How often do you talk out of turn during lessons?
(1 = Never, 5 = Very Often)

Section C: Mindfulness and Focus

1. How often do you do mindfulness activities like deep breathing or meditation?

(1 = Never, 5 = Every Day)

2. Does mindfulness help you pay attention in class?
(1 = Not At All, 5 = A Lot)
3. How well can you handle stress or feeling upset at school?
(1 = Not Well, 5 = Very Well)

Section D: Confidence and Communication

1. How confident do you feel talking to your classmates?
(1 = Not Confident, 5 = Very Confident)
2. Has mindfulness made you feel more confident when you talk?
(1 = Not At All, 5 = A Lot)

Classroom Observation Tool for Teachers

Section A: Student Participation

1. Number of students actively participating in discussions: _____
2. Frequency of students talking out of turn during lessons: _____

Section B: Behavior in Class

1. Examples of students being kind and respectful to each other:

2. Noticeable changes in student behavior:

Section C: Engagement and Focus

1. Overall level of student engagement
(1 = Very Low, 5 = Very High)
2. Improvements in student focus and attention observed:

Section D: Mindfulness Activities

1. How often mindfulness activities are done in class: _____
2. Student responses to mindfulness activities: _____

Interview Guide for Teachers

1. How have you seen changes in how often students participate in class since starting mindfulness and body language activities?
2. Can you give an example of a time when mindfulness helped a student behave better?
3. How do these mindfulness and body language activities help reduce interruptions during class?
4. What are some long-term benefits you have noticed from these activities for your students?
5. How has using mindfulness activities changed the way you teach?

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Note: This article was done in partnership with my colleague who wishes to remain anonymous. We did not require formal institutional approval to conduct our observations while implementing the new holistic pedagogical techniques. We prioritized ethics in the design and treatment of participants throughout the process. During our research, we made sure to follow all ethical guidelines. We got permission from both the students and their parents, and we explained the goals and details of the study to them. By following ethical rules and being open, we wanted to provide a respectful and safe space for everyone involved