WP3 - POWERPACK TOOLKIT ACTIVITIES

Digital Well-being: Restful Minds

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1. General Information

Well-being dimension: Digital well-being
Target age group: 6–10 years (Early to Upper Primary)
Activity format: Guided meditation or storytime session
Duration: 30–40 minutes
Group size: 10–25 students
Transversal approach: Social-emotional learning, mindfulness, health education, literacy

2. Learning Objectives

- To develop awareness of healthy sleep habits and routines.
- To practice relaxation techniques that support falling asleep easily.
- To enhance attention, emotional regulation, and reflective thinking through guided meditation or calming storytelling.

3. Materials Needed

- Comfortable mats or cushions for sitting or lying down
- Soft lighting or dimmed lights
- Optional: relaxing background music or nature sounds
- Age-appropriate book for bedtime reading OR a guided meditation script/audio
- Blanket or small pillow for extra comfort (optional)

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4. Activity Steps

Step 1: Introduction & Discussion (5–10 minutes)

- Teacher briefly talks about why sleep is important for growth, learning, and mood.
- Students share their own bedtime routines or challenges in falling asleep.

Step 2: Setting the Environment (5 minutes)

- Dim lights and reduce noise.
- Arrange mats or cushions in a comfortable space.
- Encourage students to take off shoes or stretch lightly.

Step 3: Guided Meditation or Book Reading (15–20 minutes)

Option A: Guided Meditation

- Teacher or audio guide leads students through a calming visualization (e.g., imagining a peaceful garden, gentle breathing, or floating on clouds).
- Encourage slow breathing, relaxation of each body part, and quiet reflection.

Option B: Book Reading

- Teacher reads a calm, age-appropriate story focusing on themes of rest, relaxation, or nighttime routines.
- Use a slow, soothing tone and pauses to let students visualize the story.

Step 4: Reflection & Sharing (5–10 minutes)

- Ask students how they felt during the meditation or story.
- Discuss what techniques or routines they can try at home to improve sleep.

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5. Teacher Notes & Tips

- Maintain a calm, quiet environment to model relaxation.
- Encourage students to use techniques at home; provide a simple handout or tips list.
- Be sensitive to students who may have difficulty relaxing; offer optional participation.
- Avoid stimulating stories or discussion before the meditation.

6. Reflection prompt for students

- How did your body and mind feel during the meditation or story?
- What part of the meditation or story helped you feel most relaxed?
- Which new bedtime routine or technique would you like to try at home?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Keep meditation or storytime very short (5–10 minutes) with simple language.
- Use clear verbal guidance and repeat instructions slowly.
- Incorporate visual cues or props (e.g., images of calm scenes, plush toys).
- Allow students to participate in sitting position if lying down is difficult.

Medium Version (Medium Primary / more independence):

- Encourage children to close their eyes and visualize longer guided scenarios.
- Invite students to contribute elements to the story or meditation (favorite places, animals, colors).
- Introduce simple body scan or breathing techniques, allowing independent practice.
- Encourage discussion after the activity about personal sleep routines and habits.

Adaptations for Students with Special Needs:

- Use pictorial or visual supports to guide breathing and relaxation.
- Allow flexible positions (sitting, lying, or using weighted cushions for comfort).
- Use recorded guided meditations or read-aloud audio for consistent pacing and tone.
- Provide extra time for transitions and check understanding frequently.
- Offer one-to-one support if needed for children who struggle with attention or sensory sensitivities.

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8. References (methodological approach)

The activity combines active learning, mindfulness, and reflective practice:
Students learn by participating in guided meditation or listening to calming stories, experiencing relaxation firsthand.
It fosters self-regulation, emotional awareness, and attention by engaging children in focused, mindful exercises.
Group participation strengthens social-emotional skills, as students observe and model positive routines from peers and teachers.
Presenting the activity as a calming meditation or storytime increases motivation, engagement, and a sense of safety and comfort.
Connecting the activity to daily routines promotes reflection on personal habits, healthy sleep hygiene, and long-term well-being.

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