WP3 - POWERPACK TOOLKIT ACTIVITIES

Identity & Self-esteem: Body Boost Mission

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1. General Information

- Well-being dimension: Physical Health
- Target age group: 7–12 years (early to late primary)
- Activity format: Movement-based + body awareness reflection
- Duration:30–45 minutes

Besides the full 30–45 minute activity, the Body Boost Mission Cards can be used individually as short movement breaks or energizers. Teachers or pupils may select one card for a quick whole-class activity (1–5 minutes) to support focus and well-being between lessons.

- Group size: Small groups or whole class
- Transversal approach: Physical health, well-being, self-awareness, focus and concentration, social-emotional learning

2. Learning Objectives

By the end of this activity, pupils will be able to:

- recognize that physical activity helps their body and brain feel better.
- notice physical signals such as heartbeat, breathing, energy, and tension.
- understand that short movement breaks support focus and well-being at school.

3. Materials Needed

- Body Boost Mission Cards (movement + awareness tasks)
- Timer or stopwatch
- Open classroom space (desks pushed aside if possible)
- Optional:
  - Music (calm & upbeat)
  - “Energy Tokens” (yellow paper formed into balls/wads)

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4. Activity Steps

Step 1: Introduction – Your Body Is Your Super Tool (5–7 minutes)

Ask pupils:

- *"How does your body feel after sitting still for a long time?"*
- *"What helps you feel more awake or calm?"*

Explain:

- *Your body sends signals (tired, energetic, restless, calm, etc.)*
- *When moving your body it stimulates the brain and helps you learn better*
- *There is no "best" movement. Listening to your body and doing what you like is key*

Introduce the mission:

"Today, you will complete Body Boost Missions to help your body and brain recharge."

Step 2: Body Boost Mission (20–25 minutes)

How it works:

- *Pupils work in small groups.*
- *Each group rotates through 3–4 stations.*
- *At each station:*

1. *Do the movement task (1–2 minutes)*
2. *Pause for a short body check-in*
3. Optional: *Collect 1 Energy Token for completing + reflecting*

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Example Mission Cards:

- **Heart Booster:** Jump, march or dance for 30 seconds
- → Check-in: “Is your heartbeat faster or slower?”
- **Balance Builder:** Stand on one leg / slow movement challenge
- → Check-in: “What helped you stay balanced?”
- **Stretch & Breathe:** Stretch arms + take 3 deep breaths
- → Check-in: “Do you feel calmer or looser?’

If the pupils have any other ideas, let them use their own ideas as well.

Important rules:

- Movements can be adapted (fast/slow, big/small), do it at your own pace and don’t over do the exercises.
- No competition between groups.
- Energy Tokens (the yellow paper balls) are earned for listening to your body, not doing it “right”. They can be given after finishing each Mission Card (or after exercising in your own way).

Step 3: Group Reflection – What Did Your Body Tell You? (5–10 minutes)

In small groups or as a class, discuss:

- Which mission gave you energy?
- Which mission helped you calm down?
- Did different bodies need different movements?

Optional board class activity:

Create a “Class Body Boost Chart”

Movement → Body feeling → When this helps at school

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5. Teacher Notes & Tips

- Use simple language (“fast heart”, “slow breath”) and shorter movements.
- Link body signals to learning moments (before a test, after break, during long lessons).
- Always offer movement choices.
- Seated or low-impact versions are valid.
- Emphasize: “Listening to your body is a skill.”
- Use clear time signals.
- Model calm transitions between movement and reflection.
- Optional: you can put music on a box for background music.

Physical health is not about being sporty, it’s about caring for your body so you can learn, play and feel well.

6. Reflection prompt for students

- *Which movement helped your body the most today?*
- *What signal did your body give you?*
- *When could you use a Body Boost during a school day?*

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / Extra Support):

- Pupils can complete the movements together with the teacher or the whole class. Reflections are kept short and can be answered by showing thumbs up/down, choosing a feeling word, or answering one simple question such as: “Do you feel more awake or more calm?”
- Ask simple reflection questions (for example: “How does your body feel now?”).

Harder Version (Late Primary / More Independence):

- Pupils write or draw their reflections on paper after completing the Missions.
- Pupils who want to may show their movements or reflections to the class.

Adaptations for Students with Special Needs:

- Offer visual step cards that show each movement with pictures instead of only verbal instructions.
- Let pupils repeat a favourite station instead of rotating if change is difficult for them.

8. References (methodological approach)

This activity uses an experiential and child-centred approach to physical well-being.

- Pupils learn through movement, body awareness and reflection.
- The focus is on listening to body signals rather than performance.
- Choice, inclusion and self-regulation are central.
- Short movement breaks are used to support focus, learning and well-being at school.

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Heart Booster:

Jump, march or dance for 30 seconds.

Is your heartbeat faster or slower?

Balance Builder:

Stand on one leg.

What helped you stay balanced?

Stretch & Breathe

Stretch arms + take 3 deep breaths.

Do you feel calmer or looser?

Power Posture:

Make a strong pose for 10 seconds.

How does your body feel in this pose?

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Energy Shake:

Shake your arms and legs for 20 seconds.

Do you feel more awake or energized?

Animal Walk:

Walk like a bear, crab, or frog for 30 seconds.

Which animal felt easiest or hardest?

Slow Motion:

Move as slowly as possible for 20 seconds.

What did you notice when you slowed down?

Reach for the Sky:

Stretch up high, then touch your toes (3 times).

Where do you feel the stretch most?

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Balloon Breathing:

Pretend to blow up a balloon with 3 slow breaths.

Does your breathing feel deeper now?

Focus Freeze:

Move freely, then freeze when someone says "STOP".

Was it easy or hard to stop your body?

Cross-Body Tap:

Tap right hand to left knee, then switch to the other side (20 seconds).

Did this help you concentrate?

Happy Shake-Out:

Shake out your hands, arms, legs, whole body.

How does your body feel after shaking?

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Power Walk:

Walk proudly like a superhero for 20 seconds

How did this walk change how you feel?

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