# WP3 - POWERPACK TOOLKIT ACTIVITIES

## Emotional Wellbeing: My Calm Toolbox

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## 1. General Information

Well-being dimension: Emotional Well-being
Target age group: 9-11 years old (middle primary)
Activity format: Individual and small group activities
Duration: 40-45 minutes
Group size: 10-20 students - individual work
Transversal approach: Physical Awareness, Mental Health Education, Social & Emotional Learning

## 2. Learning Objectives

- Students will recognize signs of stress/tension in their bodies and emotions.
- Students will practice simple stress-management techniques.
- Students will create strategies based on their needs to help them calm down when they need it.

## 3. Materials Needed

- A piece of paper - for each student
- Colored pencils/markers
- Optional: calm music playing in the background

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# 4. Activity Steps

**Step 1: Introduction - What is Stress?**
Teacher starts by giving a small introduction about what stress is by using age-appropriate examples (feeling nervous before a test). The teacher makes the students understand that stress is a normal and acceptable emotion that all people experience every now and then.

**Step 2: Listening to our Bodies**
Students will be asked to think about how stress feels in their body (tense shoulders, non-stop thoughts, heart beating fast). Volunteers will share their thoughts.

**Step 3: Exploring Calm Strategies**
The students are guided by the teacher to explore 2-3 simple calming techniques (e.g. slow breathing, gentle stretches, grounding exercises).

**Step 4: Building My Calm Toolbox**
Students create their own 'Calm Toolbox' by drawing or writing down the strategies that they believe will work for them when they need to calm down or relax.

**Step 5: Reflection and Sharing**
Students can volunteer to share with the group some of the strategies they chose, while the teacher reminds the students that calming strategies are healthy.

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## 5. Teacher Notes & Tips

- Keep exercises short and optional in case anyone does not feel comfortable.
- Ensure that the atmosphere is calm and supportive.
- Explain that there is no 'right' or 'wrong' way to calm down - each person is unique.
- Encourage the students to use their toolbox when they feel overwhelmed and/or stressed.

## 6. Reflection prompt for students

- In what ways does your body change when you feel calm?
- Which of your calm strategies do you think will help you the most?
- Can you think of a time when you can use your calm toolbox in school?

## 7. Tips for adaptation for children with special needs

**Easier Version (Early Primary / extra support):**

- Focus on one calming strategy and practice it with the students.
- Use visual cards or demonstrate things instead of just explaining.

**Medium Version (Medium Primary / more independence):**

- encourage the students to explain why they chose a specific strategy.
- Encourage students to journal, if possible.

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**Adaptations for Students with Special Needs:**

- Implement a quiet space.
- Don't force participation in group exercises.
- Keep in mind the individual sensory needs of the students and adapt some strategies accordingly.

## 8. References (methodological approach)

This activity focuses on cultivating not just social and emotional earning, but also mindfulness skills, by encouraging students to understand their needs and find ways to tailor to them.

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