

EduTrend Contents

G4C · MINDFULNESS AND RELAXATION GAMES · MIDDLE SCHOOL

Move Then Still

Design a three-minute transition routine that moves from activity to stillness, and test how it feels

Ages 11–13	Level: Intermediate	40 minutes	Groups of 3–4 · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Move Then Still

Groups design a three-minute routine for a transition, such as after lunch: one minute of movement, one minute of slow breathing and one minute of noticing sounds or body sensations. Classmates rate how settled they feel from 1 to 5 before and after each routine, anonymously. Groups compare results, discuss what helped and refine their routine.

Learning outcomes

By the end of the session students can:

- design a short calming routine;
- move from activity to stillness;
- collect simple self-ratings;
- reflect on what helps.

KEY WORDS

routine · transition · movement · stillness · rating · settle

CURRICULUM LINKS

PSHE: wellbeing habits. Maths: simple data. PE: movement.

1	2	3	4	5	6
SETTLE	**EXPLAIN**	**PLAY**	**NOTICE**	**TALK**	**CLOSE**
Calm start	One game, clear rules	Invented characters	Clues and feelings	Different views are fine	Calm and positive

Materials (per group)

- Routine planning cards
- Anonymous rating slips (1–5)
- Timer
- Worksheets 1, 2 and 3

Before the session

- Prepare planning cards.
- Print rating slips.
- Clear space.
- Plan groups.

SAFETY

Ratings are anonymous and optional. Offer choices of position. Present as a calming habit, not therapy.

ACTIVITY 03 · SESSION PLAN

Step by step

Remind students that self-ratings are personal and vary; there is no right answer.

Time	What happens	Say or ask
0–8 min **Settle**	Example routine.	*"How do you feel now?"*
8–20 min **Design**	Groups plan routines.	*"Why start with movement?"*
20–35 min **Test**	Run routines; collect ratings.	*"Did it change how settled you feel?"*
35–40 min **Close**	Compare and refine.	*"What would you keep?"*

CHALLENGE CARD (print or copy onto the board)

Design a three-minute routine that helps a lively class move smoothly from activity to calm.

ACTIVITY 03 · FACILITATOR NOTES

The calm game know-how in brief

Moving from activity to stillness is often easier than asking for silence straight away.

Simple before-and-after self-ratings show how people feel, but they vary between people and days, so they are not proof on their own.

Common ideas to listen for

- “Calm means no movement.” Movement can lead into calm.
- “Everyone will feel the same.” Responses differ.
- “One test proves it works.” More evidence is needed.

Adapting the activity

Support

Provide a routine template with timings.

Stretch

Design two versions and compare them over several days.

WORKSHEET 1

Our routine

Name: _____ Class: _____ Date: _____

Plan three minutes.

Our routine

Minute	Activity	Instruction
1		
2		
3		

WORKSHEET 2

Ratings

Anonymous class ratings.

Ratings

Rating	Before (tally)	After (tally)
1		
2		
3		
4		
5		

WORKSHEET 3

What we learned

Reflect.

Our routine seemed to... We would change...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Designs a routine	Collects data fairly	Reflects thoughtfully

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Move Then Still is a sample activity from the EduTrend Contents G4C Mindfulness and Relaxation Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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