



Teachers' Guide to
Students
Wellbeing

SPACE FOR MY NOTES



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Wellbeing



Erasmus+

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This guide is designed as an inspirational resource to support wellbeing in the classroom and does not replace professional psychological or counselling services.

Before using any activity, make sure you are well prepared and familiar with its steps and possible impacts on your students. Go step by step and avoid selecting activities that may be too demanding or intense for your class at the current moment.

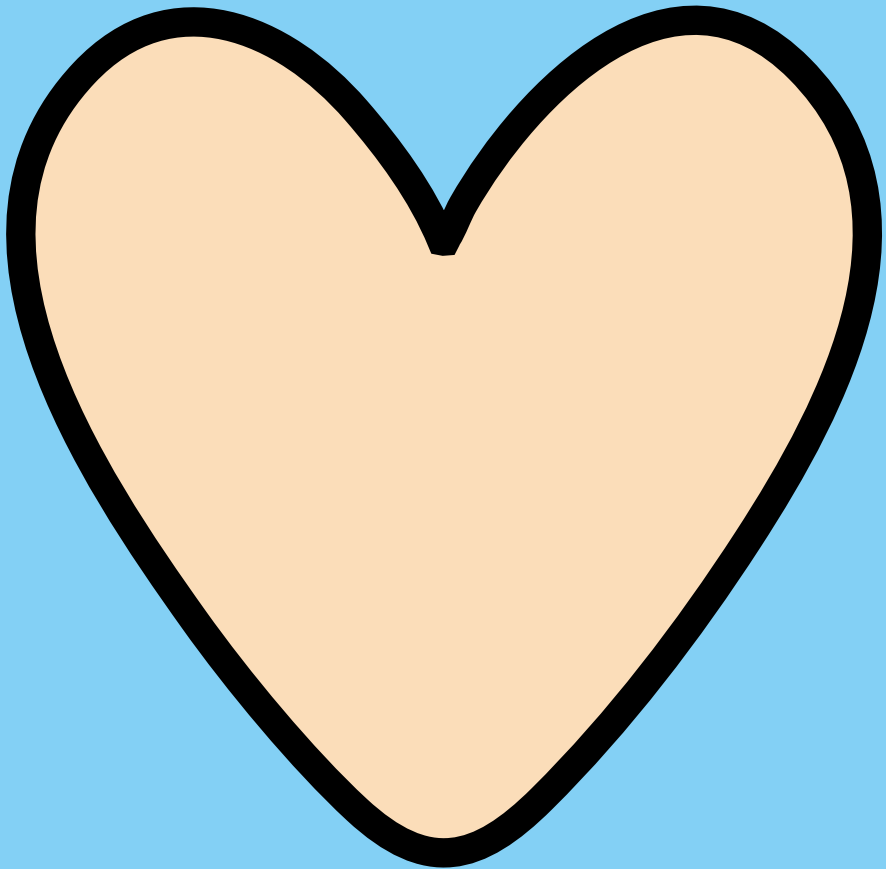
There are two categories of methods, distinguished by color (blue - calm, orange - activate)

Always consider the maturity level, specific needs, and current situation of your students – you know your class best, and you are responsible for adapting or omitting activities so that they remain safe and appropriate for everyone.

1.

THE 54321 METHOD:

CALMING THROUGH THE SENSES



THE 54321 METHOD: CALMING THROUGH THE SENSES

The 54321 method is a simple exercise for managing anxiety, designed to focus the mind on the present moment by engaging the senses. This structured approach helps shift attention away from distressing thoughts and redirects it to the surrounding environment.

How it works:

The 54321 method provides a structured way to engage all five senses and immerse oneself in the present moment. The process involves focusing on:



5 THINGS YOU CAN SEE

Look around and identify five specific things in your surroundings – for example, sunlight streaming through a window, a painting on the wall, the details of a leaf, or everyday objects like a coffee mug.

4 THINGS YOU CAN TOUCH

Notice four different textures, such as the keyboard under your fingers, the fabric of your clothes, the chair you're sitting on, or the warmth of a mug in your hands.

3 THINGS YOU CAN HEAR

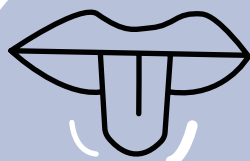
Listen to your environment and pick out three distinct sounds, like birds chirping, the hum of appliances, rustling leaves, or the rhythm of your own breath.

2 THINGS YOU CAN SMELL

Focus on two scents, such as the aroma of coffee, the fragrance of a candle, the earthy smell of rain, or the scent of shampoo in your hair.

1 THING YOU CAN TASTE

Pay attention to one taste, such as lingering flavors from a meal, the minty freshness of toothpaste, or the neutrality of water.



Why It works:

The 54321 method interrupts the cycle of negative thoughts by engaging the senses and calming the mind. Progressing through these steps helps stabilize attention and restore a sense of calm.

The 54321 method is a simple and versatile technique suitable for managing anxiety in various situations. It helps regain control during panic attacks by anchoring attention to the present. In cases of social anxiety, it reduces nervousness and facilitates better handling of social situations. When facing phobias, it soothes fear by focusing on the immediate environment.

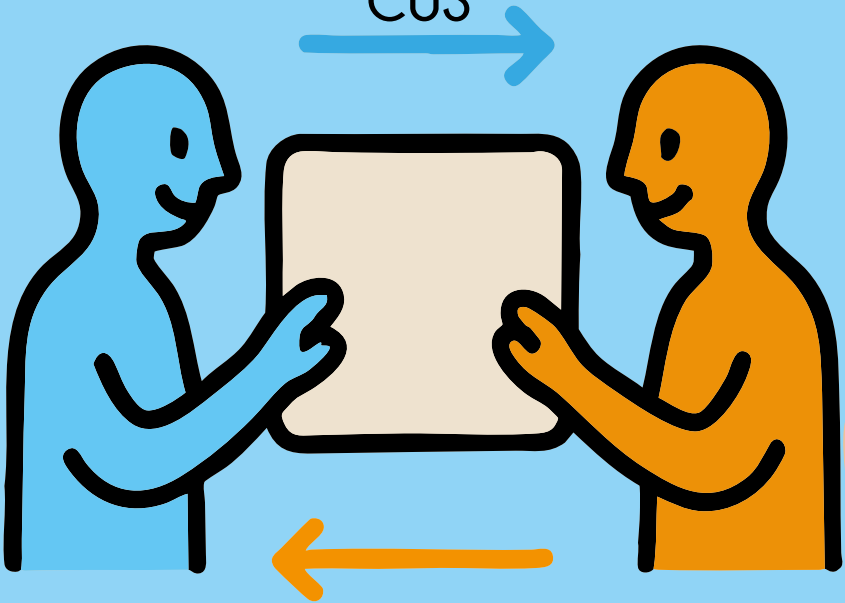
Incorporating this method into daily routines supports the management of chronic anxiety and fosters a sense of calm. It is also ideal for stressful situations like exams, interviews, or public speaking, where it reduces tension and enhances focus.

One of the greatest advantages of this technique is its practicality – it can be used discreetly anytime and anywhere, whether at home, at work, on the go, or while waiting in line.

2.

BOX BREATHING:

A SIMPLE TOOL FOR CALM AND FOCUS



BOX BREATHING

A SIMPLE TOOL FOR CALM AND FOCUS

Box breathing, also known as square breathing, is a simple yet powerful technique designed to help manage stress, improve focus, and promote relaxation. Initially developed for military use, it is now widely used to enhance mental and physical well-being.

How it works

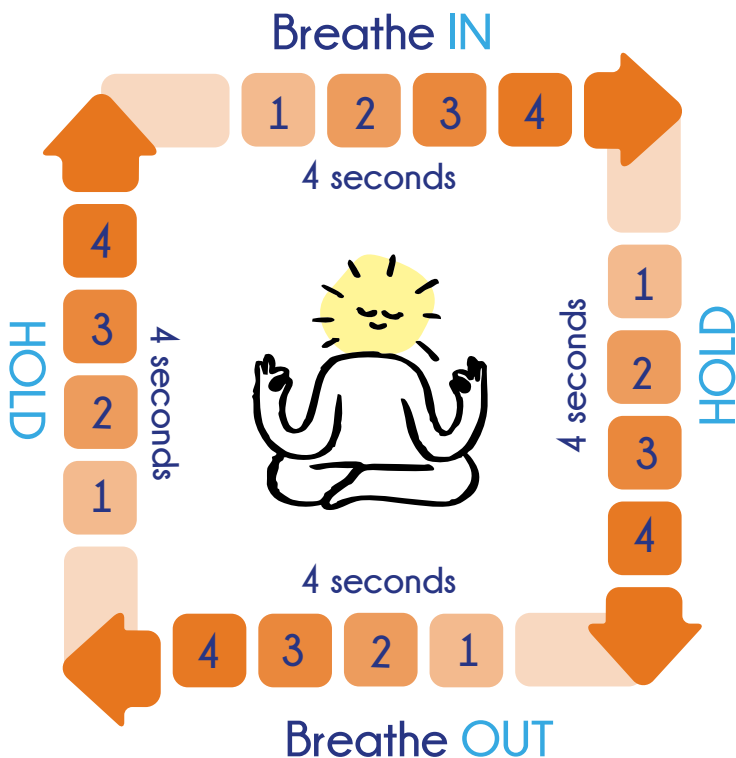
Box breathing involves four equal steps:

1. Breathe in slowly through your nose for a count of four.
2. Hold your breath for a count of four.
3. Breathe out slowly for a count of four.
4. Hold your breath again for a count of four.

You can visualize a box, with each step forming one side, and adjust the count to suit your comfort level.

When to use it:

This technique can be practiced anywhere—before, during, or after stressful situations. Regular use helps regulate your nervous system, slowing your heart rate and lowering blood pressure.



Why it works:

Reduces Stress: Balances stress hormones like cortisol, alleviating anxiety and irritability.

Improves Focus: Enhances clarity and decision-making by calming the mind.

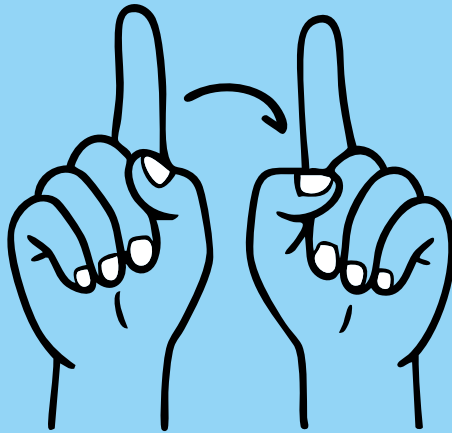
Boosts Mood: Supports emotional well-being by fostering relaxation and reducing tension.

With just five minutes of practice, box breathing can restore balance to your body and mind, making it an effective tool for navigating challenges.

3.

FINGER EXERCISES

TO SUPPORT CONCENTRATION



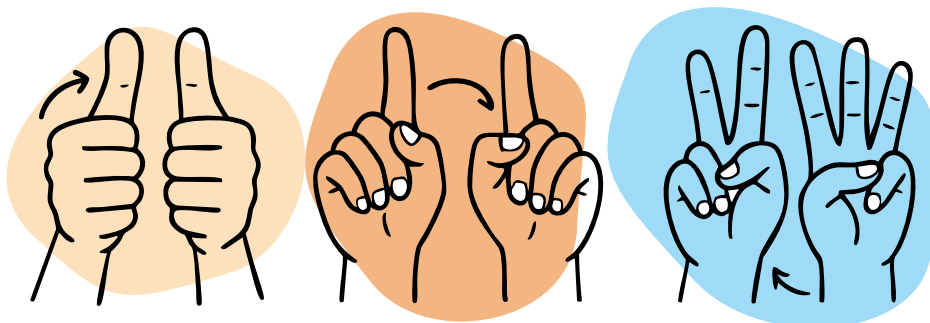
FINGER EXERCISES

TO SUPPORT CONCENTRATION

Finger exercises can be done during a lesson when students start to appear tired and their concentration wanes. The exercises are suitable for all ages, and the difficulty level can be varied.

How it works:

You can start the finger exercises with simple options. Raise the thumbs of both hands, then switch to the index fingers. Speed up the switching. You can also use different fingers. If you want to challenge the students, raise two fingers, for example, the index finger and the pinky, then switch fingers, for example, the index finger and the middle finger. Increase the pace.



When the simple exercises start to succeed, you can use different fingers for each hand. For example, raise all the fingers on your right hand and the thumb and index finger on your left hand. In the switch, raise all the fingers on your left hand and the thumb and index finger on your right hand.

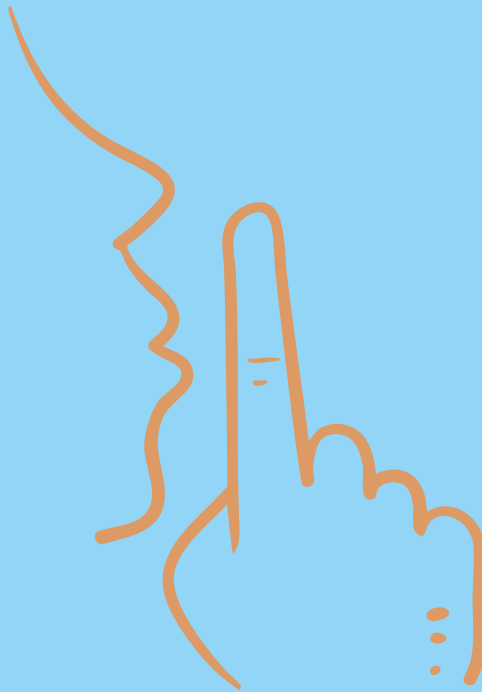
A few minutes of finger exercises are enough to restore students' concentration to the present moment.

Why it works:

Finger exercises help students quickly refocus, re-energise their attention, and regain concentration in a simple and playful way when they start to feel tired.

4.

GUIDED SILENT MOMENTS TO SUPPORT FOCUS



GUIDED SILENT MOMENTS

TO SUPPORT FOCUS, CALM AND EMOTIONAL BALANCE THROUGH SHORT,
STRUCTURED MOMENTS OF SILENCE DURING THE SCHOOL DAY

How it works:

1. Timing

Schedule 2-5 moments of silence at key moments:

At the beginning of class, after a break, after a heated discussion or group work, before an evaluation or test

2. Instructions

Students are invited to sit still, close their eyes or fix a spot on the wall or desk. They are encouraged to simply be quiet, breathe naturally, and observe their inner state without judgment.

3. Optional Guidance

You may softly guide them at the start:

“Let’s pause for two minutes. Breathe in... and out... Focus on being here, now.”

4. Silent Period

Use a soft chime or bell to mark the beginning and end of the silent time.

5. Debrief (Optional)

Ask: “How did it feel to take this moment of silence?”

Let students respond verbally or by raising hands, if desired.

Why it works:

Regular silence breaks enhance students’ ability to self-regulate, refocus, and lower stress. It offers a simple but powerful way to improve classroom climate, especially in vocational settings where rhythm and energy levels vary.

5.

GUIDED VISUALISATION TO HELP STUDENTS RELAX



GUIDED VISUALISATION

TO HELP STUDENTS RELAX, REDUCE STRESS, AND IMPROVE EMOTIONAL REGULATION
BY MENTALLY VISUALISING CALM AND PEACEFUL NATURAL MOMENTS.

How it works:

1. Setting the mood

Dim the lights or close the blinds (if possible) to create a soothing atmosphere.
Ask students to sit comfortably and close their eyes.

2. Breathing warm - up

Begin with a short breathing exercise (e.g., inhale 4s, exhale 4s) for 30 seconds to settle down.

3. Guider imagery

The instructor slowly guides students through a peaceful scene using calm, descriptive language.

"Imagine you are walking in a quiet forest, the smell of pine in the air..."

"You hear the gentle flow of a river nearby..."

"You feel the warmth of the sun on your skin as birds sing softly..."

4. Silent Immersion (Optional)

After a few minutes, let students stay in silence to continue their visualization at their own pace.

5. Return to the present

Gently guide them back by inviting them to move their fingers, open their eyes, and take a deep breath. Conclude the activity.

Why it works:

Guided visualisation activates the imagination and promotes deep relaxation. It helps reduce stress, enhances concentration, and provides a healthy mental escape from pressure. This technique is especially useful before exams or after intense periods of work.

6.

ESTIMATED MINUTE

A PERFECT WAY TO RELAX IN BETWEEN TASKS



ESTIMATED MINUTE

A PERFECT WAY TO RELAX IN BETWEEN TASKS

How it works:

1. Preparation:

What you need: stopwatch

The whole learning group closes their eyes and should be silent. The students estimate for themselves how long one minute is.

2. Activity:

The teacher gives a sign word when the minute starts and takes the time with the stopwatch. Students who think the minute is over raise their hands while the teacher stops the time to find out who of the students estimated the best.

Why it works:

The students calm down because they have to concentrate to estimate the minute. With the closed eyes they get some rest for the eyes. Both helps to calm down and be ready to focus on new tasks in class.

7.

3-MINUTE FULL BODY LOOP

TO RELIEVE TENSION AND TO STRENGTHEN THE FOCUS



3-MINUTE FULL BODY LOOP

TO RELIEVE TENSION, TO STIMULATE THE CIRCULATION, TO STRENGTHEN THE FOCUS

How it works:

1. Warm-up rounding:

Stand with your feet hip-width apart, knees slightly bent. Roll your shoulders forwards and backwards, 5 – 6 times each. Circle your arms forwards 10 times, and then backwards 10 times.

2. Dynamic stretching + activation:

Raise one arm above your head and lean sideways to the opposite side. Take three breaths, then switch sides. Lunge with upper body twist: Forward lunge, upper body twists towards the inside of the thigh. Take three breaths per side.

3. Squats with slight shoulder opening:

Stand straight, feet shoulder-width apart, squat 8 – 10 times, pull shoulder blades together as you come up.

4. Wall push-up variation:

Push the hands against the wall, keep your body as straight as possible. Hold for 15 – 20 seconds, two sets.

5. Foot stabilisation exercise:

Stand on one leg, close your eyes (if safe to do so) for 15 – 20 seconds, then switch to the other leg. Two sets per side.

6. Cool down and finish:

Breathe in deeply through your nose, breathe out slowly through your mouth, 2 – 3 times. Loosely circle your shoulders, and gently stretch your neck, hold briefly.

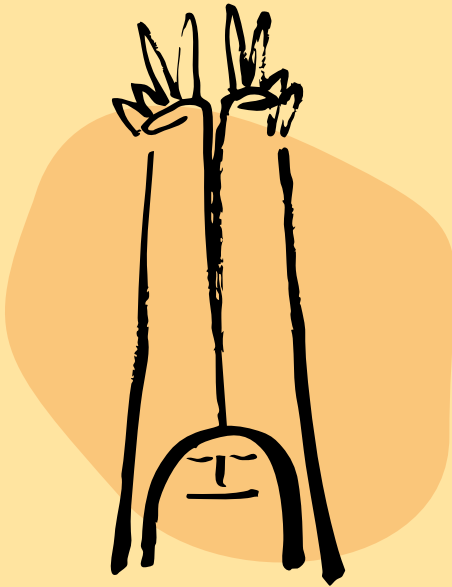
Why it works:

This is a method, where varied movements moderately increase the heart rate, improve the blood circulation, and oxygen supply. Dynamic stretches relieve muscular tension in the back, shoulders and hips. Strengthening the core supports balance, back stability and injury prevention. Changing movements stimulate motor centres, promote attention, and cognitive clarity.

8.

QUICK MOVEMENT + QUESTION

TO BOOST ALERTNESS AND TO ACTIVATE BODY AND
MIND



QUICK MOVEMENT + QUESTION

TO BOOST ALERTNESS, TO ACTIVATE BODY AND MIND AND TO CREATE POSITIVE ENERGY

- The goal of this method is to boost alertness, activate body and mind, and create positive energy for the lesson. Duration of exercise is 2-3 minutes.

How it works:

1. Prepare the group:

- Ask students to stand (behind desks or in the center of the classroom if possible).
- Explain: "We'll do a quick movement exercise and activate our brains at the same time."

2. Step 1 (30 sec): Movement:

Students perform 10 light squats or simple stretches (e.g., arms up and down).

3. Step 2 (1 min): Question + Movement:

- Ask each student one quick question related to the topic.
- After answering briefly, the student does a short movement (e.g., three jumps in place).

4. Step 3 (30 sec): Fun group movement

Everyone together performs one playful movement (e.g., "windmill" - rotate arms in big circles).

Closing: Thank the students and return to the lesson. You can say:
"Now that the blood is flowing, let's continue learning!"

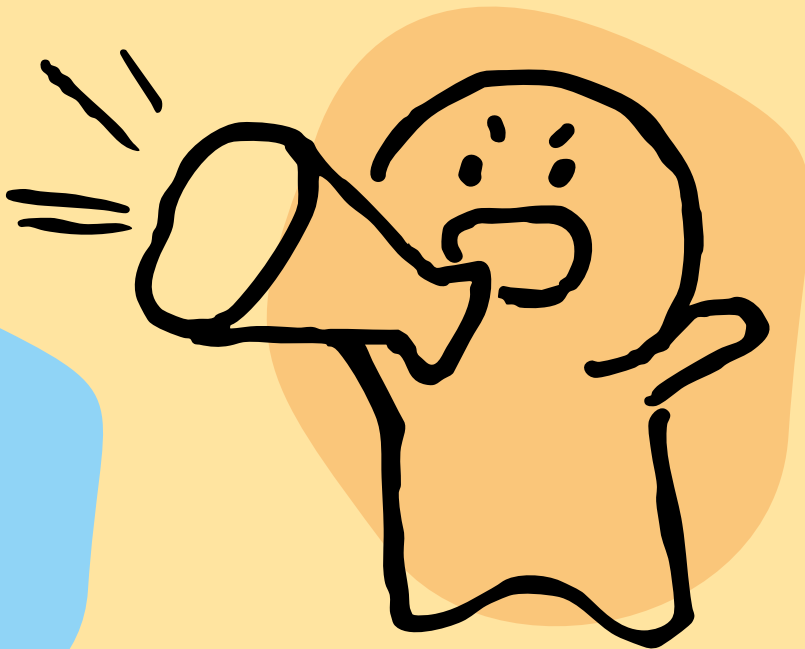
Why it works:

Movement improves alertness and concentration. Linking questions to the topic reinforces learning. Fun and fast - energizes the class without taking too much time.

9.

QUICK REACTION GAME

TO BOOST ALERTNESS, TO IMPROVE CONCENTRATION



QUICK REACTION GAME

TO BOOST ALERTNESS, TO IMPROVE CONCENTRATION

A short and fun activity that boosts alertness, improves concentration, and brings energy to the classroom.

How it works:

1. Teacher calls out words related to the topic

- Examples: “customer,” “sales,” “return,” “offer.”

3. Students respond with agreed movements for each word

a. Customer - raise hands

b. Sales - squat

c. Offer - clap

d. Return - spin around

4. Increase the pace and mix the words

a. This makes the game more challenging and fun.

b. Laughter and quick reactions help energize the group.

5. Optional closing question

Ask: “Which word stuck in your mind the most and why?”

Why it works:

Quick reactions activate both body and mind.

Movement combined with topic-related words reinforces learning.

Fun and fast – creates positive energy and improves focus.

10.

STANDARD DANCES IN CLASSROOMS TO PROMOTE PHYSICAL ACTIVITY AND SOCIAL INTERACTION



STANDARD DANCES IN CLASSROOM

TO PROMOTE PHYSICAL ACTIVITY, SOCIAL INTERACTION AND EMOTIONAL WELLBEING

How it works:

1. Structured Lessons:

Instructors guide students through step-by-step dance lessons, focusing on technique, rhythm, and partner work.

2. Partner Dancing:

Students practice dancing with partners, which fosters cooperation and communication skills.

3. Interactive Sessions:

Classes include warm-ups, practice routines, and opportunities for students to express themselves through dance.

4. Reflection Activities:

After each session, students discuss their experiences, feelings, and the importance of teamwork in dance.

Why it works:

Physical Activity: Dancing promotes fitness and helps reduce stress through movement and rhythm.

Social Skills Development: Partner dancing enhances communication, cooperation, and respect among students, fostering a sense of community.

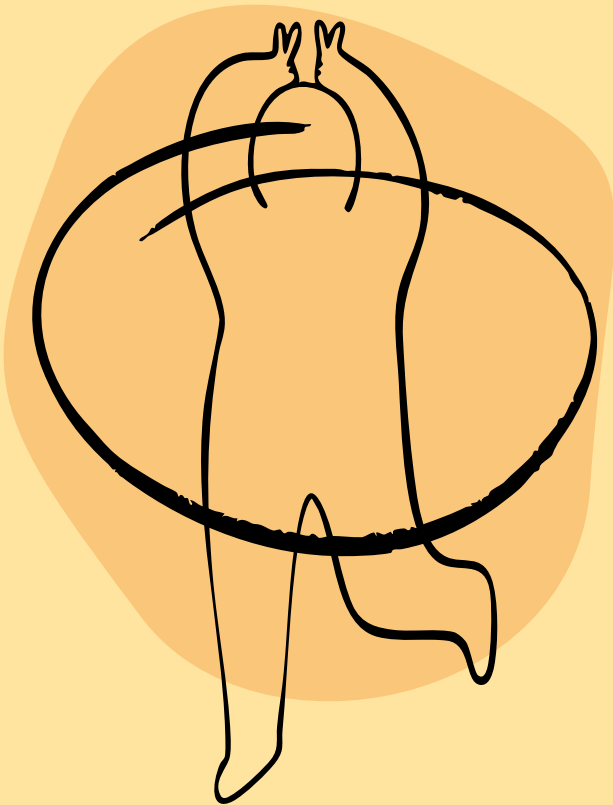
Emotional Expression: Dance provides an outlet for self-expression, allowing students to convey emotions and build confidence.

Cognitive Engagement: Learning dance steps requires focus and memory, stimulating cognitive skills while enhancing coordination.

Positive Classroom Environment: The shared experience of dancing creates bonds among students, contributing to a supportive and inclusive atmosphere.

11.

CIRCLE ANOTHER STUDENT TO PROMOTE PHYSICAL MOVEMENT



CIRCLE ANOTHER STUDENT

TO ACTIVATE STUDENTS AND PROMOTE PHYSICAL MOVEMENT

How it works:

1. Setup:

Students spread out in a designated area, ensuring enough space to move freely.

2. Objective:

Each student tries to encircle other students by moving around them while simultaneously avoiding being encircled themselves.

3. Game Dynamics:

Students can use various strategies to encircle their peers, such as quick movements and teamwork.

If a student successfully encircles another, they can celebrate briefly before continuing the game.

4. Time limit:

Set a time limit for each round, allowing students to switch roles and try again.

5. Reflection:

After several rounds, students can discuss their experiences, strategies used, and how they felt during the game.

Why it works:

Physical Activation: The game encourages movement and physical activity, helping to energize students and improve focus.

Social Interaction: Students engage with one another, enhancing communication and teamwork skills as they strategize to encircle their peers.

Cognitive Engagement: The need for quick thinking and strategy development keeps students mentally engaged and alert.

Emotional Engagement: The playful nature of the game promotes enjoyment and laughter, contributing to a positive classroom atmosphere.

Community Building: By participating in a shared activity, students build connections and strengthen relationships within the classroom.

12.

CROSS JACKS

TO PROMOTE BALANCE AND PHYSICAL FITNESS



CROSS JACKS

TO PROMOTE BALANCE, PHYSICAL FITNESS, COORDINATION, AND ACTIVITY

How it works:

1. Begin in a standing position with your legs together and your arms resting at your sides.
2. Jump slightly into the air and cross your legs in front of each other. At the same time, cross your arms in front of your chest.
3. On the next jump, return to the starting position.
4. Repeat the exercise several times, switching the leg that crosses in front and the arm that crosses on top with each jump (at least three times).

Why it works:

It stimulates blood circulation, strengthens the muscles.

It is easy to perform and quick to implement.



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