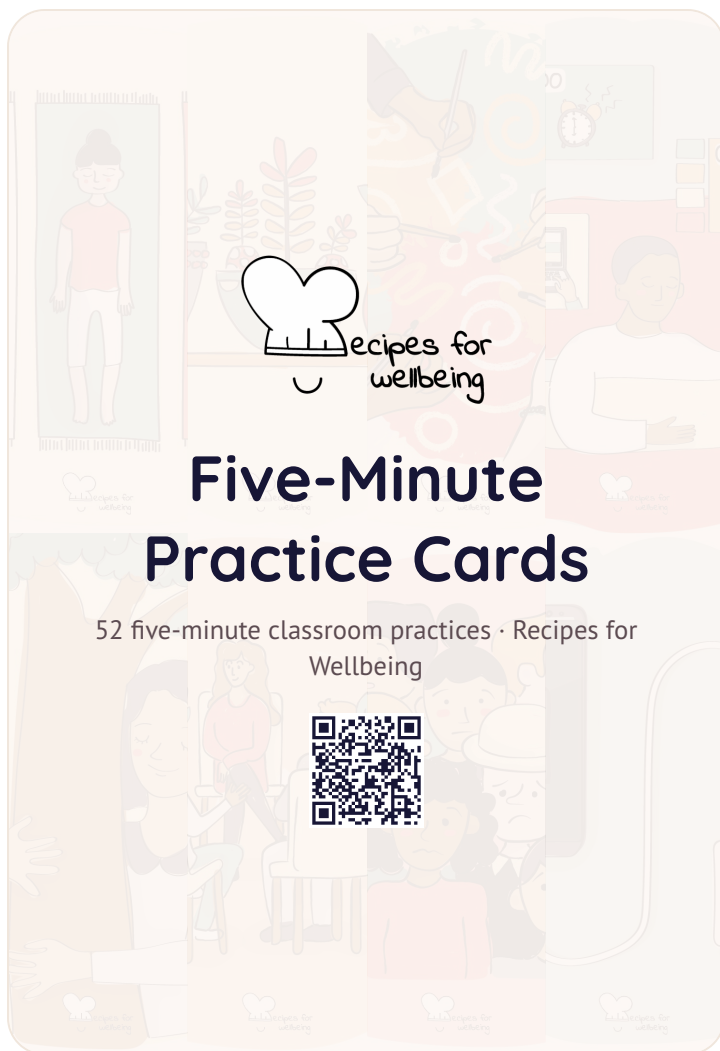




Holding the room

- These practices are chosen to be low-risk: nothing here invites sharing heavier than a word or a sentence.
- If a practice surfaces something for a student: pause, normalise ('big feelings visit all of us'), and don't press for detail.
- Follow up privately, and use your school's counselor or pastoral pathway. You don't have to hold it alone.
- Your own steadiness is the practice. If a card doesn't fit today's room, skip it. There are 51 more.

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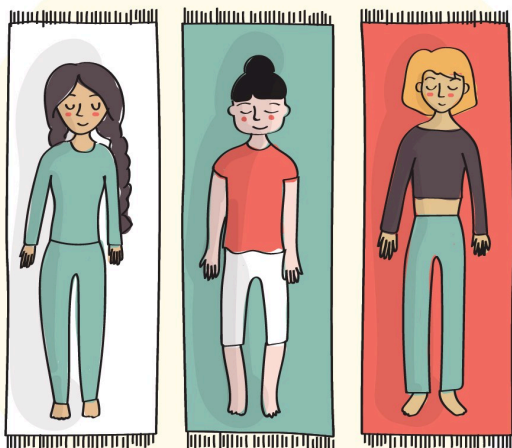
How to use

- One card a week, or whichever card today's room needs.
- Openers start class; closers end it. Five minutes, zero prep, no materials.
- Each card names its Wholebeing domain. The full framework lives at recipesforwellbeing.org/framework.

Print me

- Print double-sided (flip on long edge) on cardstock, cut the 4 cards per page, done.
- Or keep the PDF on your desktop and project a card instead.

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Arriving here

Welcome back. Before we begin the new term, take a moment to arrive in this room. Sit...

awareness

4 min · opener

Presence



Three good things

Before we pack up, bring to mind three small things that went well today. Ordinary...

positive emotion

5 min · closer

Gratitude



Make it rain

Autumn is here, so let's make a rainstorm together. It gets loud: if that is hard...

community

4 min · opener

Community-building



Ninety seconds of nothing

For the next ninety seconds, there is nothing you need to produce and nothing you...

rest

3 min · opener

Pausing

Three good things

1. Before we pack up, bring to mind three small things that went well today. Ordinary moments count, and they do not need to matter to anyone else.
2. If you are comfortable, share one of them with the person next to you and listen to one of theirs.
3. Keep the other two for yourself. Taking part silently also counts.

Listen for: Some students need an example first. Accept ordinary answers, and let anyone take part silently.

13-15: Offer the starter "One good thing was..." and give a little more time to think.

16-18: Invite students, if they like, to include something they did for someone else.



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Arriving here

1. Welcome back. Before we begin the new term, take a moment to arrive in this room. Sit in whatever way feels comfortable.
2. Let your attention rest on three things: a sound in the room, a feeling in your body and a thought passing through your mind.
3. You do not need to change what you notice. Paying attention to it is the whole practice.
4. When you are ready, bring your attention back to the room and look up.

Listen for: Some students need longer to settle, so leave a little room before you move on.

13-15: Keep eyes open as the default and make closing them an invitation that anyone can decline.

16-18: Add 30 seconds of quiet before students look up, and say that arriving can take longer on some days.



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Ninety seconds of nothing

1. For the next ninety seconds, there is nothing you need to produce and nothing you will be asked to show afterwards.
2. Let your eyes rest wherever is comfortable, perhaps on the window or the desk, and let the chair hold some of your weight.
3. Your mind may say this is pointless, or remind you of the next thing on your list. You can notice those thoughts without following them.
4. I will keep the time so that you do not have to. The ninety seconds begin now.

Listen for: Students may fidget or find the quiet uncomfortable. They can move, or keep their eyes open throughout.

13-15: Shorten it to sixty seconds and call it a minute where nothing is expected of anyone.

16-18: Explain that rest is a foundation for doing well, even though a timetable rarely makes room for it.



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Make it rain

1. Autumn is here, so let's make a rainstorm together. It gets loud: if that is hard today, rub your palms only or just watch. Follow my hands and rub your palms as the wind rises.
2. Add the first drops by clicking your fingers, move into steady rain by clapping, and then pat your legs to make the sound of a downpour.
3. We will bring the storm down in the opposite order: from patting to clapping, then clicking, then rubbing our palms until the room is quiet again.
4. Take a moment to notice what we made together by listening to one another.

Listen for: Watch whether everyone can follow the changing pace, and leave a moment of quiet at the end before anyone speaks.

13-15: Run the storm twice so students can learn the sequence before the second round.

16-18: Invite a volunteer to lead the second round if someone would enjoy doing so.



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What the trees are doing

At this time of year, many trees are letting go of leaves that have reached the end...

bioempathy

4 min · opener

Bioinspiration



One word for the road

Before we go, I will invite each person to offer one word for how they are leaving...

community

4 min · closer

Listening



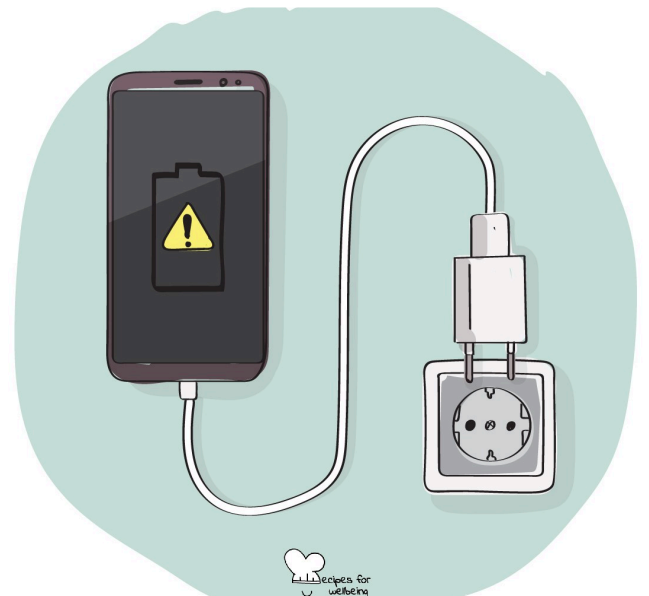
Befriending the flutter

As the term gets busier, you may notice a tight or fluttery feeling somewhere in your...

discomfortability

4 min · opener

Stress management



The unopened phone

Wherever your phone is right now, leave it there. For one minute, notice any pull you...

digital consciousness

3 min · opener

Digital agency

One word for the road

1. Before we go, I will invite each person to offer one word for how they are leaving the room. Any honest word is welcome, including "tired" or "hungry".
2. We will receive each word as it is, with no explanation or reply, and a little silence between people.
3. You can say your word, say "pass", or shake your head, and I will move on.
4. I will go first, and then we will make our way around the room.

Listen for: Notice whether any words repeat, and remember that one word cannot tell you everything about how someone feels.

13-15: Take words from whoever offers one, so nobody is waited for.

16-18: Welcome words in any language students use at home, with no need to translate.



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What the trees are doing

1. At this time of year, many trees are letting go of leaves that have reached the end of their season.
2. Look at a tree through the window, or bring to mind one you know, and spend a moment with it.
3. Ask yourself quietly if there is something small from this week you are ready to put down, perhaps a worry you no longer need to carry or a plan that has already changed.
4. You do not need an answer or to share anything. The question is enough for today.

Listen for: Some students will use a real tree and others their imagination. Either is enough.

13-15: Make it concrete: ask students to think of one small thing they would like to leave outside the classroom door today.

16-18: Link it to workload: has anything on their list already reached its end, ready to be crossed off or let go?



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The unopened phone

1. Wherever your phone is right now, leave it there. For one minute, notice any pull you feel to check it.
2. Notice how the urge shows up, perhaps as a movement in your hands or a thought about something you might be missing.
3. Each time you notice it, name it silently as "the pull" and let it pass without reaching for the phone.
4. When the minute ends, notice what it was like to feel the pull and not follow it straight away.

Listen for: Some hands may move towards pockets or bags on their own, which shows how quickly the habit begins.

13-15: Students can count each pull on their fingers if that helps, with no comparing totals and no test.

16-18: Link it to study time: they can name the pull in the same way when it shows up during homework.



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Befriending the flutter

1. As the term gets busier, you may notice a tight or fluttery feeling somewhere in your body.
2. See if you can find where that feeling sits, without needing to explain it. Perhaps your chest, stomach, shoulders or jaw.
3. Let the feeling be there for a moment without fighting it or asking it to go. You do not have to like it.
4. Take one slow breath and notice the space around the feeling. It may stay exactly as it is, and you can still decide what to do next.

Listen for: Watch for anyone becoming uncomfortable, and remind the group they can bring their attention back to the room at any point.

13-15: If it helps, use the familiar image of butterflies in the stomach, so students can recognise the feeling without describing it.

16-18: Explain that noticing where stress shows up in the body can help before an exam or an interview.



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The done list

A to-do list keeps our attention on what remains. Before we leave, let's notice some...

accomplishments

4 min · closer

Ordinariness



For the sake of what

Think quietly about one thing you are doing today that you care about getting right.

meaning

4 min · opener

Purpose



One breath for you, one for them

Sit comfortably and take one slow breath for yourself, letting it carry whatever you...

radical care

4 min · opener

Kindness



Questions without answers

School gives us many reasons to look for answers. For the next two minutes, we will...

liberatory learning

5 min · opener

Curiosity

For the sake of what

1. Think quietly about one thing you are doing today that you care about getting right.
2. Ask yourself what makes it matter and who or what your effort is for, then follow the answer one step further if another thought comes.
3. Your reason may reach towards someone you care about or a future you want. It may simply be the satisfaction of doing something with care.
4. Keep the answer nearby through the day, and come back to it if it helps you remember why the effort matters.

Listen for: Give the question enough quiet, and do not read silence or faces as a sign of any particular answer.

13-15: Keep the question close to the present by asking, "What is one thing today that matters to someone you care about?"

16-18: Suggest keeping the answer private. Mention that questions like this can also help when writing a personal statement.



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The done list

1. A to-do list keeps our attention on what remains. Before we leave, let's notice some of what is already done.
2. Count three things you did today on your fingers. Arriving in the room counts, and so does asking a question or making it through something difficult.
3. Take a moment to recognise the effort behind each one, including anything nobody else noticed.
4. If you would like to, share one with the person next to you in a single sentence.

Listen for: Some students may find it hard to name anything at first, so offer ordinary examples and allow extra time.

13-15: Offer sentence starters that students can finish silently, such as "I finished...", "I helped..." or "I kept going when..."

16-18: Invite students to include something that took effort, even if nobody saw it.



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Questions without answers

1. School gives us many reasons to look for answers. For the next two minutes, we will stay with questions instead.
2. Gather a few questions you genuinely wonder about. They can be serious or completely ordinary.
3. Choose one and resist solving it straight away. Notice what it is like to let a question stay open.
4. If you are willing, offer your question to the room. We will listen without trying to answer it today.

Listen for: Some questions may draw laughter or quick answers, so remind the group that we are receiving each question and leaving it open.

13-15: Welcome playful questions, so the practice does not become a test of who sounds serious or clever.

16-18: Describe inquiry as staying with a question long enough to find what you do not yet know.



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One breath for you, one for them

1. Sit comfortably and take one slow breath for yourself, letting it carry whatever you need right now.
2. Bring to mind someone you would like to send a kind wish to. You do not need to say who, or why.
3. As you breathe out, imagine sending them a quiet wish for the day ahead.
4. Continue for two more rounds, breathing in for yourself and breathing out with a kind wish for them.

Listen for: Some students may not want to picture a particular person. They can send the wish to a group, an animal or themselves.

13-15: If it helps, picture the out-breath carrying the wish like a small paper plane.

16-18: Only when the group is ready, offer an extra round for someone they find difficult. The choice stays private and voluntary.



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The term, looking back

This is our last practice of the term. Take a breath and think back to the first time...

ritualising

5 min · closer

Reflection

13



Crossing the threshold

As a new term begins, feel your feet on the floor and let your hands rest somewhere...

ritualising

4 min · opener

Intention-setting

14



Four, seven, eight

On a busy morning, counting the breath gives your attention one place to rest. You...

awareness

3 min · opener

Breathing

15



Sit like a mountain

The weather changes around a mountain through the year. For the next minute, we will...

bioempathy

4 min · opener

Bioinspiration

16

Crossing the threshold

1. As a new term begins, feel your feet on the floor and let your hands rest somewhere comfortable.
2. Take one slow breath for the break you are leaving behind, whatever it was like for you.
3. Take another breath for the term ahead, and see if a word comes to mind, such as "steady" or "gentle". It is fine if no word comes.
4. Keep your word private or share it with the person next to you, then bring your attention back to the room as we begin the winter term together.

Listen for: Some students may still feel caught between the break and the new term. The two breaths are enough, with no word needed.

13-15: Offer a few words that students can borrow, such as "steady", "fresh" or "awake".

16-18: Students who chose a word last term can keep it or choose a new one.



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The term, looking back

1. This is our last practice of the term. Take a breath and think back to the first time you walked into this room thirteen weeks ago.
2. Finish three sentences silently by naming something you came through, something that surprised you and something you are ready to leave here.
3. Let the difficult weeks belong in the reflection too. Getting through them counts alongside anything on a report.
4. If you would like to, offer the room one word from your reflection before we close the term together.

Listen for: Students may share an achievement or something difficult. Treat neither as more revealing or more valuable.

13-15: Offer the three prompts one at a time, with a pause after each.

16-18: Invite a fourth sentence about something they would like to carry into next term, held loosely.



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Sit like a mountain

1. The weather changes around a mountain through the year. For the next minute, we will borrow that image while we sit.
2. Sit as upright as feels natural, imagine the weight of the mountain beneath you and picture your head as its summit.
3. Let thoughts and feelings move through the picture like weather crossing the slopes, without holding on to them or pushing them away.
4. Take one more breath with the mountain, remembering that weather and mountains both change over time.

Listen for: Students do not need to be completely still. Moving their hands or shifting position is still taking part.

13-15: Make it physical: invite students to press their feet gently into the floor.

16-18: Add that weather slowly shapes a mountain, then invite students to wonder privately what might shape them this term.



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Four, seven, eight

1. On a busy morning, counting the breath gives your attention one place to rest. You can follow the pattern, shorten any count or breathe as you usually do.
2. Breathe in through your nose for a count of four, hold gently for seven if that is comfortable, and breathe out through your mouth for eight as though you were softly fogging a window.
3. The counts are only a guide. Make them shorter, go back to normal breathing or just watch if holding your breath does not suit you.
4. Carry on for three more rounds at your own pace while I keep the room quiet.

Listen for: Breathing may be quiet or audible. Students who shorten the pattern or breathe normally are still taking part.

13-15: Suggest counting on fingers under the desk, and remind students there is nothing to gain from stretching the counts past comfortable.

16-18: Explain that a longer, comfortable out-breath can help the body settle, without suggesting it works the same way for everyone.



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The unchecked minute

Leave your phone wherever it is and spend one minute noticing what it is like not to...

digital consciousness

3 min · opener

Digital agency



The do-nothing minute

Winter can ask a lot of us, so for the next minute this class will ask nothing of you.

rest

3 min · opener

Non-performing



One quiet thank-you

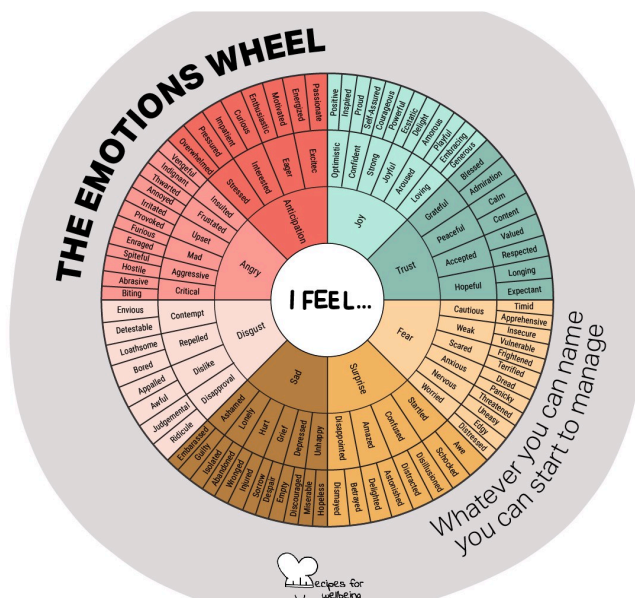
Before we go, think of someone in this room whose presence helped you today, through...

community

3 min · closer

Kindness

THE EMOTIONS WHEEL



Inner weather report

For a midwinter check-in, imagine the way you feel right now is a kind of weather...

discomfortability

4 min · opener

Acceptance

The do-nothing minute

1. Winter can ask a lot of us, so for the next minute this class will ask nothing of you.
2. There is nothing to improve or get right. Sit, shift, doodle or let your eyes rest. You do not need to look calm or keep still.
3. Thoughts about wasting time may come. Let them pass. You do not have to earn this minute.
4. When the minute ends, take the time you need to come back to the room.

Listen for: Some students may stay restless or uncomfortable. They can move, keep their eyes open or quietly opt out.

13-15: Use the familiar idea of battery-saver mode: a minute with fewer demands.

16-18: Explain that rest is part of being well, even though an exam timetable rarely makes room for it.



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The unchecked minute

1. Leave your phone wherever it is and spend one minute noticing what it is like not to check anything.
2. Keep your eyes open or let them soften. Notice whether the urge to check shows up in your hands, your body or a thought about what you might be missing.
3. When the urge comes, there is nothing to solve. Notice it, and then decide whether to respond.
4. As the minute ends, keep whatever you noticed private and bring your attention back to the room.

Listen for: Hands may move towards pockets or bags on their own. Let it be noticed without calling anyone out.

13-15: Shorten it to 30 seconds and ask students to count how many times they notice the urge.

16-18: Invite students to notice any thoughts about waiting notifications, and let them stay unanswered until the minute ends.



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Inner weather report

1. For a midwinter check-in, imagine the way you feel right now is a kind of weather, and find one word for it.
2. Your weather may be fog, drizzle, a storm or unexpected sunshine. There is no right forecast.
3. When I reach your row, you can offer your word, say "pass", or shake your head, and I will move on.
4. Listen to the range of weather in the room. We carry on together, with all of it present.

Listen for: Students may repeat a word they have heard because it feels safer or because it fits. Both are fine.

13-15: Offer a short spoken list of weather words students can borrow.

16-18: Add "What is the forecast for the next hour?" as a reminder that feelings can change.



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One quiet thank-you

1. Before we go, think of someone in this room whose presence helped you today, through something they did or simply by being here.
2. You do not need to say who. You might offer a quiet thank-you on the way out, or keep it to yourself.
3. If nobody comes to mind today, let the question stay open.

Listen for: Do not watch for visible thanks or ask who students chose. The practice can stay entirely private.

13-15: Students may choose to thank one person by name before leaving, if they want to.

16-18: Widen it to include someone whose work helps the school day happen, in the room or not.



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A minute of sky

Before we start, look towards a window, or if you cannot see one, towards the...

meaning

3 min · opener

Transcendence



Three quiet wishes

Place your hands on the desk or somewhere else that feels comfortable, and take a...

radical care

4 min · opener

Compassion



Who helped it happen

Before you pack up, think of one thing that got finished recently, however small...

accomplishments

4 min · closer

Celebration



Leave with a question

We are going to close with a question. Think back over the day and notice one thing...

liberatory learning

3 min · closer

Curiosity

Three quiet wishes

1. Place your hands on the desk or somewhere else that feels comfortable, and take a moment to arrive.
2. Begin with a quiet wish for yourself, in words that feel natural to you, such as "May today feel a little easier."
3. Offer the same wish silently to someone you care about, without needing to say who they are.
4. Finally, send a kind wish to the whole room, including people you do not know well.

Listen for: Some students may feel self-conscious or prefer not to picture anyone. They can keep the wish general or simply watch.

13-15: Offer concrete wishes, such as a warm lunch or an easier journey home.

16-18: Only when the group is ready, offer the option of including someone they find difficult, and keep it entirely voluntary.



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A minute of sky

1. Before we start, look towards a window, or if you cannot see one, towards the furthest point in the room.
2. Let your eyes rest on the furthest thing you can see for a minute, and let your attention reach a little further than that.
3. Everything out there carries on without needing anything from you. Your worries can stay the same size while the space around them grows.
4. When the minute ends, bring your eyes back to the room and we will begin.

Listen for: Some students may have little to see from their seat, so let them choose any distant point, or close their eyes and picture a wide sky.

13-15: Point out one thing in the distance yourself before the minute starts, so that the room has somewhere to begin.

16-18: Mention that a minute with a wide view is something they can take between tasks on a long day of study.



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Leave with a question

1. We are going to close with a question. Think back over the day and notice one thing you are still curious about.
2. It does not have to come from this subject. It might begin with "Why does that work?" or "Who decided that?"
3. You do not need to answer it today. Some questions are worth carrying for a while.
4. If you would like to share yours, tell me on the way out in one sentence. There are no marks attached.

Listen for: Receive each question without judging it or starting an answer, and let students leave without sharing one.

13-15: Offer the starter "I wonder why..." to help students begin.

16-18: Invite questions that may not have one searchable answer, and keep everyday factual questions welcome too.



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Who helped it happen

1. Before you pack up, think of one thing that got finished recently, however small, such as a piece of work handed in or a hard week that is now behind you.
2. Hold it in mind for a moment, and let it count before you move on.
3. Now think of anyone who helped it happen, perhaps someone who explained something, waited for you or made you laugh on a long day.
4. If you would like to, thank them quietly in your head, or later in your own way. Nobody needs to know what you chose.

Listen for: Some students may struggle to name anything finished, so offer getting through a long week as a possible first answer and allow a blank.

13-15: Offer an example from the class's shared work, such as a display or a project you finished together.

16-18: Suggest that noticing who helped can sit beside pride in their own effort. One does not cancel the other.



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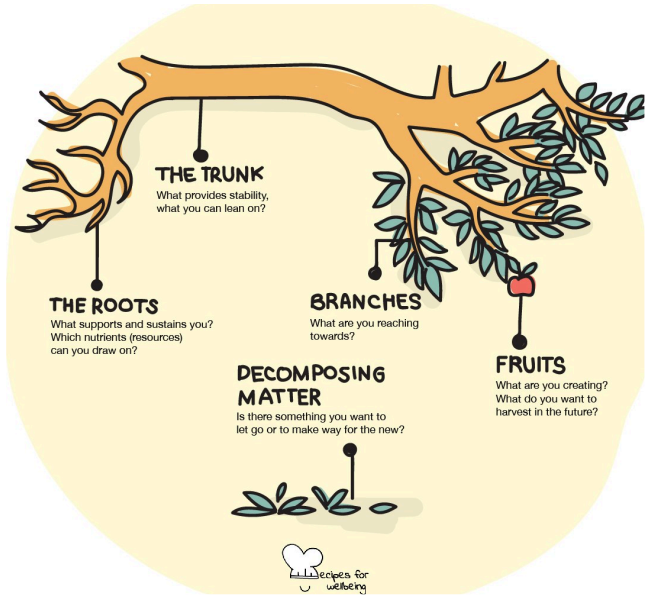
The gratitude round

In these last few minutes, bring to mind three things from this week you feel...

positive emotion

5 min · closer

Gratitude



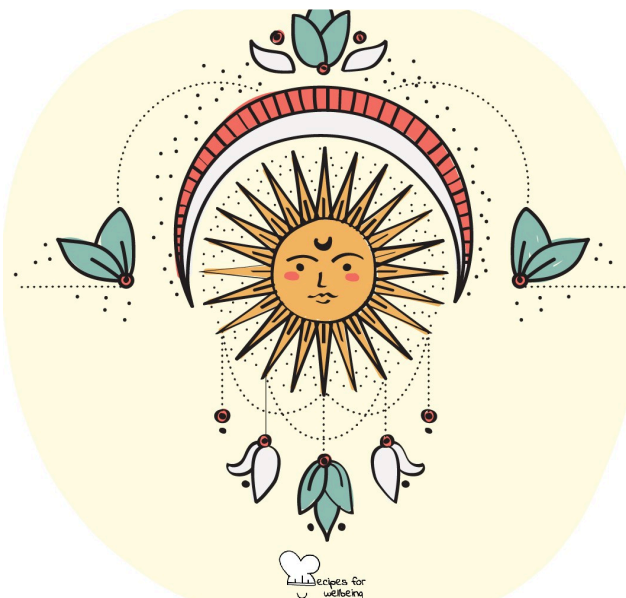
Rings of the term

As the term ends, picture it as one of the rings inside a tree, holding a record of...

ritualising

5 min · closer

Reflection



Crossing the threshold

Welcome back. As we begin a new term together, settle into your seat and let your...

ritualising

4 min · opener

Intention-setting



Rainstorm

Let's make the sound of a rainstorm together. It gets loud: if that is hard today...

community

4 min · opener

Collaboration

Rings of the term

1. As the term ends, picture it as one of the rings inside a tree, holding a record of the season that has passed.
2. Close your eyes if you like, and imagine where the ring is thick with effort, and where growth was slower or harder to see.
3. Choose one thing from the term that you would like to keep and one thing you are ready to leave in the season behind you.
4. If you are willing, offer one word for the term as you pack up. Then let the reflection end and the break begin.

Listen for: Welcome ordinary or hard words such as "long", "okay" or "done", with no need to make the term sound positive.

13-15: Students can trace a ring in the air with one finger if it helps them hold the image.

16-18: Add a private question about what next term might hold, with no promise asked for.



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The gratitude round

1. In these last few minutes, bring to mind three things from this week you feel grateful for. Try to include one that involved another person.
2. If you are comfortable, share that one with your neighbour using the sentence "Someone made my week better when..." and listen to their answer.
3. As you listen, notice the many ordinary ways we affect one another's week.
4. Keep the other two to yourself and take them with you into the weekend.

Listen for: Pairs may need a reminder to keep to one sentence so both have time. Passing is always available.

13-15: Say the sentence starter aloud, and let pairs use the words exactly as they are.

16-18: Add the private question "Might you have been part of someone else's good thing this week?"



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Rainstorm

1. Let's make the sound of a rainstorm together. It gets loud: if that is hard today, rub your palms only or just watch. Follow my hands and rub your palms as the wind rises.
2. Click your fingers to add the first drops, and listen as the sound travels around the room.
3. Move into steady rain by clapping, then drum your palms gently on the desks as the storm reaches its peak.
4. Follow me back through clapping, clicking and rubbing until the room is quiet again. Notice what we made together without a word.

Listen for: Watch whether students can follow the pace and each other. Perfect timing is not the aim.

13-15: Run the storm twice so the group can learn the sequence before the second round.

16-18: Invite a student who would enjoy it to conduct the way back to quiet.



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Crossing the threshold

1. Welcome back. As we begin a new term together, settle into your seat and let your shoulders drop.
2. Notice one thing that has changed since we last sat here, perhaps the light outside or something you recognise in yourself.
3. Choose one private word for how you would like to meet the term ahead. The word is yours, and nobody will collect it.
4. Hold the word in mind for one quiet breath, then look up when you are ready to begin.

Listen for: Some students may need longer to choose a word. A pause does not need to be read or filled.

13-15: Offer a few example words, such as "steady", "curious" or "light", which students can borrow or use to find their own.

16-18: Invite students to consider privately when their word might be hard to hold on to this term.



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Four sides of a breath

A new term can bring a lot at once, so for the next minute we will give our attention...

awareness

3 min · opener

Breathing



One sign of spring

Outside this room the season is changing. Buds are opening and the light lasts a...

bioempathy

3 min · opener

Nature sensitivity



Where the scroll left you

You do not need your phone for this. Think back to the last time you scrolled, this...

digital consciousness

3 min · opener

Digital discernment



Befriending the wobble

Take a quiet moment to notice whether there is a wobble somewhere in your body...

discomfortability

4 min · opener

Stress management

One sign of spring

1. Outside this room the season is changing. Buds are opening and the light lasts a little longer.
2. Bring to mind one sign of spring that you have noticed recently, or look through the window and find one now.
3. Hold the image for a moment and notice what it tells you about the season arriving.
4. If you would like to, describe your sign to the room in a few words.

Listen for: Students may notice different signs depending on where they live and how they get to school, so welcome a wide range.

13-15: Invite students to look for one new sign of spring before next lesson. It is not homework, and nothing needs reporting back.

16-18: Widen the question: what else around them may be changing slowly, or getting easier to notice?



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Four sides of a breath

1. A new term can bring a lot at once, so for the next minute we will give our attention to the four sides of a breath.
2. Breathe in for four counts, hold for four if that is comfortable, breathe out for four and pause for four, as though you were drawing a slow square in the air.
3. We will trace three squares together. If you lose count, rejoin on any side. If holding your breath is uncomfortable, shorten the pause or breathe normally.
4. Follow the last square at your own pace, then notice how you feel, without needing anything to be different.

Listen for: Students may shorten the counts, breathe normally or just watch. None of these is doing it wrong.

13-15: Invite students to trace the square on the desk with one finger if the movement helps them follow the count.

16-18: Suggest one comfortable square breath before opening an exam paper, and make clear that any other way of settling is fine too.



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Befriending the wobble

1. Take a quiet moment to notice whether there is a wobble somewhere in your body, perhaps nerves about something coming up.
2. Instead of pushing the feeling away, see if you can turn towards it with a little curiosity. What might it be telling you?
3. Ask yourself privately whether the feeling is connected to something you care about. "I don't know" is a fine answer.
4. You do not need to fix the feeling before we begin, and you can bring your attention back to the room whenever you choose.

Listen for: Watch for discomfort or withdrawal. Stillness does not tell you whether a student is engaged.

13-15: Students can give the feeling a shape or colour if that is easier than finding words for it.

16-18: Explain that nerves often show up around things that matter to us, without assuming that is the reason for every student.



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Where the scroll left you

1. You do not need your phone for this. Think back to the last time you scrolled, this morning or on the way to school.
2. Find one private word for how you felt afterwards. It does not have to be good or bad.
3. Imagine placing that feeling on a shelf by the door for this lesson. You can pick it up again later if you need to.
4. Take one unhurried breath and bring your attention to the room you are in now.

Listen for: Let students keep their word private, and do not read a smile, silence or expression as a sign of how scrolling affects them.

13-15: Use the idea of a weather report if students need a lighter way to describe how the feed left them.

16-18: Invite students to notice over time whether different apps leave them feeling different, so their own experience can guide their choices.



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Softening half a turn

Before you pack up, we will take a minute to let go of some of the grip the day has...

rest 3 min · closer

Relaxation



A question with no answer

Here is a question that does not have one correct answer: what is something many...

liberatory learning 4 min · opener

Inquiry



The bigger why

Before we start, think about how today's lesson might connect with something beyond...

meaning 3 min · opener

Purpose



The done list

To-do lists hold our attention on what remains, so for one minute we will notice what...

accomplishments 3 min · closer

Ordinariness

A question with no answer

1. Here is a question that does not have one correct answer: what is something many people believe that might not be true?
2. Sit with the question quietly. No hands need to go up, and I am not waiting for a particular answer.
3. Notice what your mind does when a question stays unfinished and certainty is not on offer.
4. If you would like to, share one thought with your neighbour, even if it is still taking shape.

Listen for: Listen for whether pairs need a clearer example or permission to stay quiet, and leave the quality of their curiosity unjudged.

13-15: Use the more concrete question "What might school look like if it were invented today?"

16-18: Keep the question open through the lesson and come back to it in the last minute to see whether anyone's thinking has moved.



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Softening half a turn

1. Before you pack up, we will take a minute to let go of some of the grip the day has put into your body. You can keep your eyes open.
2. Start with your jaw. If your teeth are pressed together, let them part a little behind closed lips.
3. Now your shoulders. If they have crept up towards your ears, let them drop a small way, only as far as feels easy.
4. Last, your hands. Let them rest open on the desk or in your lap for a few breaths, and notice anything that feels a little softer.

Listen for: Some students will notice very little change, and some may find attention on the body uncomfortable. Keep every step optional, and let anyone simply sit.

13-15: Model each step yourself, small and ordinary, so that nobody feels watched while they try it.

16-18: Mention that tension builds quietly during long study, and that a small release counts.



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The done list

1. To-do lists hold our attention on what remains, so for one minute we will notice what is already done today.
2. Count ordinary things, including arriving, asking a question, staying with something difficult or helping another person.
3. Choose three items and keep the list private, recognising the effort behind each one.
4. Take the list with you as you leave, alongside anything that still needs your attention.

Listen for: Some students may struggle to find three, so offer "I showed up" as a first item and allow a shorter list.

13-15: Start with a shared done list and an ordinary example from the school day before students make their own.

16-18: Suggest keeping the list somewhere visible, so finished effort is not lost beside everything that remains.



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The bigger why

1. Before we start, think about how today's lesson might connect with something beyond this room.
2. Finish the sentence "This could matter to someone because..." silently. The person you picture can be close to you or someone you may never meet.
3. You may not see the connection yet, and that is an honest place to begin.
4. Keep the sentence in mind during the lesson, and come back to it later to see whether your answer has changed.

Listen for: Do not rely on faces or glances to judge whether students are still thinking, and offer the prompt again when it fits.

13-15: Anchor the question in people students know: who in their life might one day use this learning or be affected by it?

16-18: When the group is ready for the wider purpose of the subject, offer "What might be lost if nobody learned this?"



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Giving and receiving

Before we go, we will practise giving an appreciation and receiving one without...

radical care

5 min · closer

Reciprocity



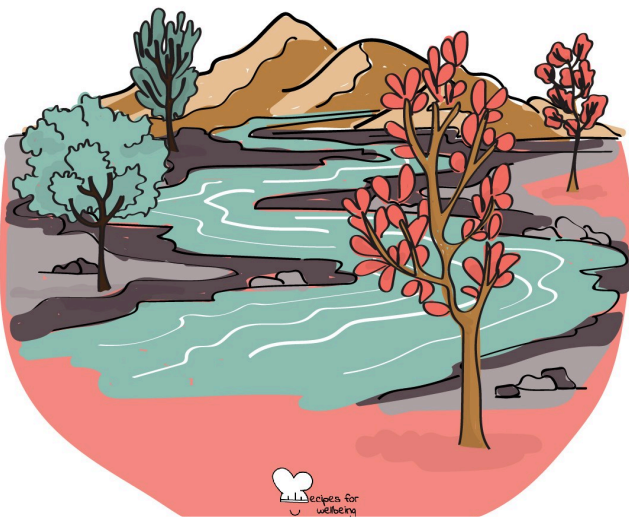
Hardwiring the good

Our attention can stay with what went wrong while a good moment slips past, so this...

positive emotion

3 min · opener

Joy



The river of this term

In the last five minutes of the term, picture the past thirteen weeks as a river you...

ritualising

5 min · closer

Reflection



Crossing the threshold

Welcome to the summer term. Before it gathers pace, settle into your seat and allow...

ritualising

4 min · opener

Intention-setting

Hardwiring the good

1. Our attention can stay with what went wrong while a good moment slips past, so this practice gives one good moment a little more time.
2. Recall something good from the last day or two, such as warmth from the sun or a welcome message.
3. Stay with the moment for twenty seconds. Remember where you were, what happened and what made it feel good.
4. When the time ends, let the memory go and notice what it was like to stay with it a little longer.

Listen for: Some students may not find a good moment straight away. A neutral or simply pleasant one is fine, and there is no visible response to look for.

13-15: Count the twenty seconds softly aloud so students do not need to watch the time.

16-18: Call it savouring: giving a pleasant experience enough attention to be noticed and remembered.



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Giving and receiving

1. Before we go, we will practise giving an appreciation and receiving one without brushing it away.
2. Think of something small and genuine you appreciate about the person beside you, from something they did today or this week. You can pass, or shake your head, if the pairing does not feel comfortable.
3. Offer it in one sentence, or use "Thank you for sharing this lesson with me" if you need a starting point.
4. When you receive one, say "thank you" and let the words land before you swap roles.
5. Notice privately whether giving or receiving felt less familiar.

Listen for: Laughter, shrugging or "no worries" may be ways of managing discomfort. Keep the exchange gentle and do not correct anyone publicly.

13-15: Offer sentence starters such as "Thank you for..." or "I noticed that you...", keeping the appreciation connected to something the person did.

16-18: Invite students to notice if they tend to brush appreciation off, and to let "thank you" be enough.



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Crossing the threshold

1. Welcome to the summer term. Before it gathers pace, settle into your seat and allow your shoulders to rest.
2. Take three unhurried breaths and let your attention move from the corridor into the room.
3. Finish the sentence "This term, I would like a little more..." silently, using one word if that is enough.
4. Keep your word private and hold it for a moment, as something to come back to during the term.
5. When you are ready, look up and we will begin together.

Listen for: Students may come back from the break with very different energy, so allow movement and do not look for any particular response to the breathing.

13-15: Offer a few example words, such as "calm", "fun" or "sleep", so that students can borrow one if they need to.

16-18: Invite students to name privately one thing they would like to leave in the last term.



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The river of this term

1. In the last five minutes of the term, picture the past thirteen weeks as a river you have travelled.
2. Notice where the river ran fast, where it slowed, and whether there was an obstacle you passed or are still finding your way around.
3. Choose one part of the journey you want to remember. It can hold difficulty, pride or more than one feeling at once.
4. If you would like to, describe your river in one word on the way out, and let the reflection end as the break begins.

Listen for: Receive the one-word descriptions without asking for explanations or treating them as a measure of the term.

13-15: Students can trace the river's shape in the air with one finger as they picture its bends, fast water and pools.

16-18: Offer the private question "What might you carry differently into the next stretch?" without asking for an answer aloud.



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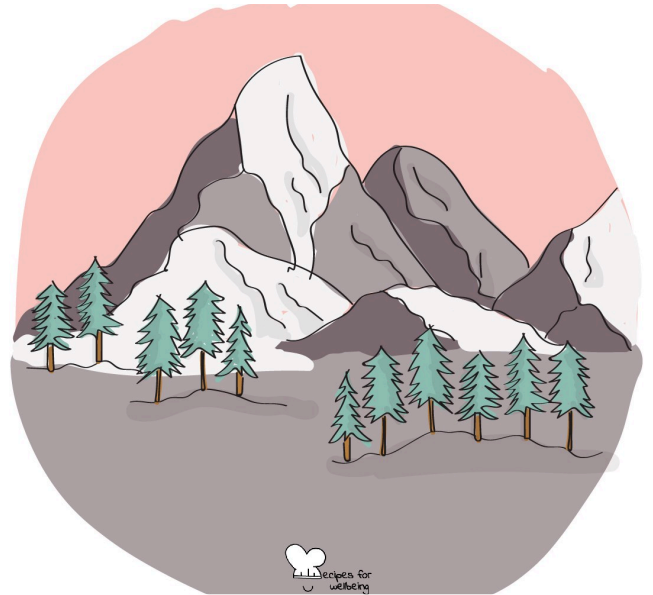
The full stop

Exam season can make everything feel faster, so today we will practise a short pause...

awareness

5 min · opener

Self-regulation



This week's weather

Sit as upright as feels natural and imagine your body as a mountain, its base held by...

bioempathy

4 min · opener

Bioinspiration



Stress, reintroduced

Take a quiet body check and notice whether this term is showing up as a faster...

discomfortability

4 min · opener

Reframing



Slower than feels normal

Before the bell, we will take two minutes to let the pace of the day come down a...

rest

3 min · closer

Slowing down

This week's weather

1. Sit as upright as feels natural and imagine your body as a mountain, its base held by the chair and its summit reaching up.
2. Picture this week's thoughts and feelings as weather moving across the mountain: heat, cloud, wind or rain.
3. The mountain does not chase the weather or push it away. Take a few comfortable breaths and let the picture stay for one minute.
4. Before we begin, remember that the weather and the mountain both change, even when the change is slow.

Listen for: Once the image is clear, leave quiet for students to work with it in their own way, and let them shift position.

13-15: Shorten the quiet part to 30 seconds and offer the weather examples yourself.

16-18: Extend the quiet, and invite students to find one private word for this week's weather.



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The full stop

1. Exam season can make everything feel faster, so today we will practise a short pause called STOPP that you can use anywhere.
2. S means stop where you are. T means take one comfortable breath, with an unhurried out-breath.
3. O means observe what is moving through your mind. You might name it quietly as planning, worrying or replaying.
4. The first P means pull back: picture the moment from another place or time, and notice whether your view of it changes.
5. The last P means proceed, choosing what to do next. You can use the pause in an exam, an argument or any moment you need a little room.

Listen for: Leave time after "observe" for students to notice a thought. Stillness does not mean the practice has landed.

13-15: Take students through the five letters twice, once with an explanation and once as one flowing practice.

16-18: Invite students to picture one exam moment where they might use the pause, and rehearse it privately.



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Slower than feels normal

1. Before the bell, we will take two minutes to let the pace of the day come down a little.
2. Rest one hand on the desk and tap one finger in a slow beat, without a sound, at whatever pace your day has had.
3. Now let each beat come a little later than the one before, until the beat is slower than feels normal.
4. Stop when you are ready, let your hand rest and notice the pace you will carry out of the door.

Listen for: Some students may find slowing down irritating at the end of a full day, and they can picture the beat in their mind or simply sit.

13-15: Move your own finger slowly where the room can see it, and let your beat slow down first so that everyone can follow without words.

16-18: Mention that two slower minutes do not have to be earned by finishing everything first.



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Stress, reintroduced

1. Take a quiet body check and notice whether this term is showing up as a faster heartbeat, a busy stomach or something else.
2. One way to meet these sensations is to consider that your body may be getting ready for something demanding. A sign of stress is not proof that you cannot cope.
3. Take one comfortable breath and try the words "My body is giving me energy". Keep them only if they feel useful and true for you.
4. The sensation may stay, and you can choose your next step without waiting for it to go.

Listen for: Some students may reject the new wording or find it does not fit. Do not press anyone to believe it.

13-15: Use the image of an engine preparing to move if it helps students understand that activation can have more than one meaning.

16-18: Keep the reframe as one optional reading, and talk about when it would not be accurate or enough, especially when the pressure itself needs to change.



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The phone across the room

Without checking, notice whether you know where your phone is right now, and how...

digital consciousness

4 min · opener

Digital boundaries



Good gossip

Before we go, turn to the person beside you for a short round of what we might call...

community

4 min · closer

Affirmation



Stretch and skill

Think of one task you have today, in this lesson or later, and picture it in front of...

meaning

4 min · opener

Flow



A note to later you

Before we finish, think about the next time you will sit down to work on something...

accomplishments

4 min · closer

Planning

Good gossip

1. Before we go, turn to the person beside you for a short round of what we might call good gossip.
2. Take turns saying one kind and true thing about someone who is not in your pair, kept respectful. You can pass, or shake your head, if you would rather not take part.
3. Give each person up to sixty seconds, then notice what it was like to speak well of someone who was not there to hear it.
4. Keep the words in the spirit they were offered, or pass them on to the person later if that feels right.

Listen for: Listen for any comment that turns personal, comparing or uncomfortable, and steer the pair back to a simple appreciation.

13-15: Offer the starter "One thing I appreciate about them is..." and model one based on something a person did.

16-18: Students may tell the person what was said later if they like, without it becoming another task.



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The phone across the room

1. Without checking, notice whether you know where your phone is right now, and how quickly the answer came.
2. A phone within sight can keep drawing some of our attention, even face-down and silent, though people experience this differently.
3. If you would like to experiment during revision, choose one study session when your phone stays in another room, and notice what happens to your attention.
4. You can choose the time privately now. Twenty minutes is enough.

Listen for: Some students may touch a pocket or bag without thinking. There is no need to point it out.

13-15: Suggest a concrete time, such as the first twenty minutes of homework, so the experiment is easy to picture.

16-18: Invite students to pick a subject where divided attention is most noticeable, leaving the choice to them.



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A note to later you

1. Before we finish, think about the next time you will sit down to work on something, perhaps tomorrow evening or later this week.
2. Picture yourself arriving then, maybe tired, and choose one small step you could clear for that person now, such as finding the right page or writing the first line.
3. If there is time, take that one step now, or write it as a short note to your later self on the corner of a page.
4. Leave everything else for later. One cleared step is enough to take with you.

Listen for: Some students may feel everything is too much to start, so offer the smallest step, such as writing the date at the top of a page.

13-15: Give a concrete example from your own subject, such as opening the book at the next exercise.

16-18: Suggest ending a revision session this way, so that starting again the next time is a little easier.



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Stretch and skill

1. Think of one task you have today, in this lesson or later, and picture it in front of you.
2. Ask yourself two quiet questions: how far does this task stretch me, and how ready do my skills feel for it?
3. We tend to get absorbed when the stretch and the skill are close together. If the task feels far beyond you, find one small part closer to what you can already do.
4. If it feels too easy, think of one way to make it a little more interesting. Keep that part in mind as we begin.

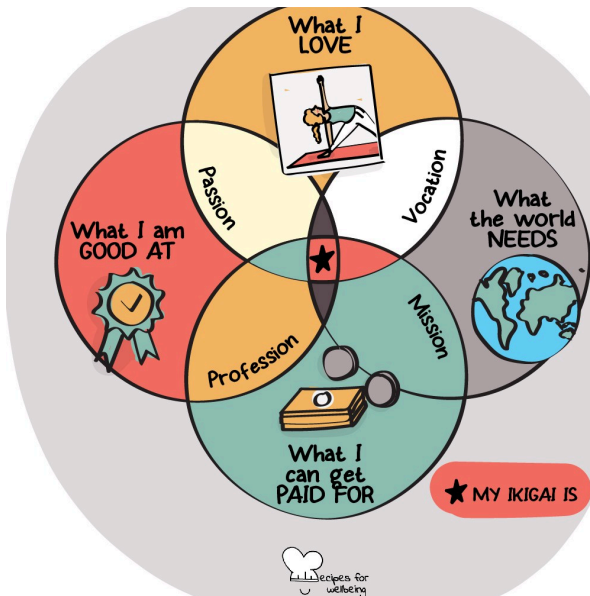
Listen for: Some students may feel every task is beyond them today, so suggest that finding one manageable part is the whole practice.

13-15: Use a familiar example, such as a level in a game that is neither too hard nor too easy, to explain the idea.

16-18: Connect the idea to independent study, where choosing the right size of task can make starting easier.



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Let it land

Our attention can stay with a hard moment while a good one slips past, so today we...

positive emotion

4 min · opener

Joy



What you saw them do

Before we start, think back over the last few days to something useful someone did...

radical care

4 min · opener

Acknowledgement



First attempts

Think back to one attempt this year that did not go as you hoped, perhaps a mark, a...

liberatory learning

4 min · opener

Sense-making



Carrying it forward

These are our last five minutes together this year. Look back and find one moment you...

ritualising

5 min · closer

Commitment

What you saw them do

1. Before we start, think back over the last few days to something useful someone did that nobody thanked them for.
2. It might be small, such as someone holding a door, tidying up after a group task or explaining something twice without a sigh.
3. Choose one of those moments and notice what it made easier for other people.
4. If you would like to, find a moment later to tell that person you noticed. Keeping it to yourself is fine too.

Listen for: Some students may not want to name a classmate even privately, so let them think of someone outside school or of something a stranger did.

13-15: Give one example of your own first, kept light, such as a student who returned a lost pen.

16-18: Mention that much of the work that keeps a group going goes unseen, and that noticing it is a skill in itself.



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Let it land

1. Our attention can stay with a hard moment while a good one slips past, so today we will give one good moment a little more time.
2. Bring to mind something from the last day or two, such as a song, a joke or the sun on your face while you waited for the bus.
3. Stay with the memory for three comfortable breaths. Recall where you were, what happened and how it felt.
4. When the time ends, let the memory go and notice what it was like to stay with it for a moment longer.

Listen for: Some students may find a neutral moment instead of a good one. A visible response is not evidence that the practice worked.

13-15: Invite students to give the moment a one-word title and share it with a neighbour if they would like to.

16-18: Name it as savouring: giving a pleasant experience enough attention to be noticed and remembered.



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Carrying it forward

1. These are our last five minutes together this year. Look back and find one moment you are glad happened, however small.
2. Choose one thing from the year you would like to carry into the summer, such as a habit, a friendship or words that stayed with you.
3. A few volunteers can finish the sentence "I am taking... with me," while the rest of us listen without replying. Passing is always fine.
4. The difficult and unfinished parts of the year can travel with you too. There is no need to resolve them before we leave.
5. Thank you for the days we have begun together. I hope the summer makes room for the rest you need.

Listen for: Leave enough silence for volunteers to decide whether to speak, and do not treat the number of answers as a measure of the practice.

13-15: Model the sentence with a simple example of your own, so students hear how little they need to share.

16-18: For students who are leaving, widen the question to what they would like to carry from their years at school.



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First attempts

1. Think back to one attempt this year that did not go as you hoped, perhaps a mark, a try-out or a plan that changed.
2. Ask yourself quietly what you know now because you made that attempt, and what you might choose differently another time.
3. An attempt that did not work can still give you information, even while the disappointment or the cost is real.
4. You do not need to share the memory or turn it into a good story. Just notice whether the question changes how you hold it.

Listen for: Make the privacy of the reflection clear before students choose a memory, and do not look for a visible sign that the reframe worked.

13-15: If students need a lower-stakes way in, use the example of learning a game level through repeated tries.

16-18: During results season, acknowledge that an experience can teach something and still hurt or carry real consequences.



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