

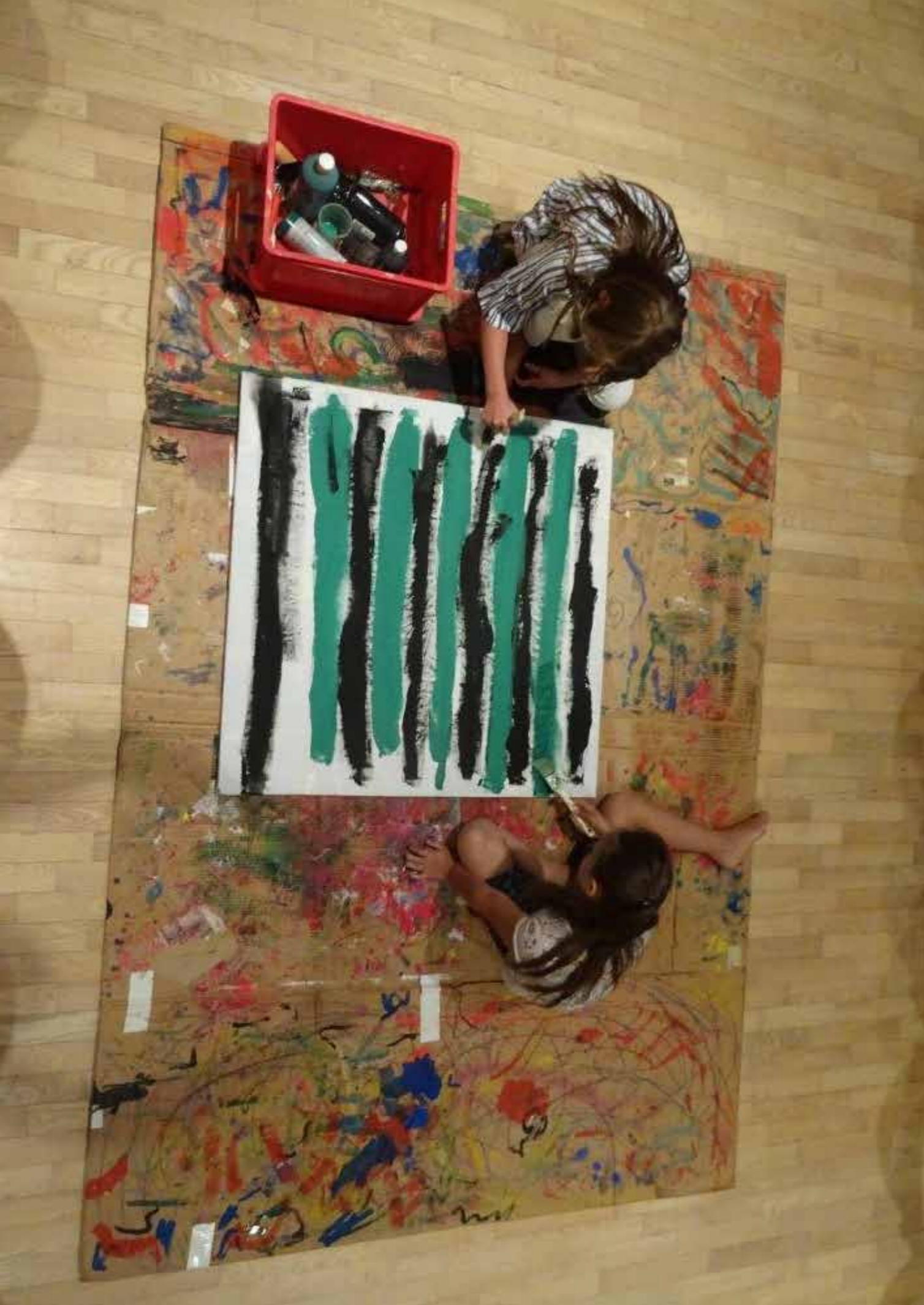
Mens sana in corpore sano

Das Buch der Stille
The book of silence



Erasmus+





Das Buch der Stille

Erasmusproject
2017 - 2019

Mens sana in corpore sano

These schools work together and **I am thankful**
to be part of this interesting project.

SPAIN Ceip Juan XXII, Torrent - VALENCIA

POLAND Szkola Podstawowa - TWORKOW

GREECE 12th Primary School, Peristeri - ATHENS

GERMANY Grundschule Sudenburg - MAGDEBURG

FINLAND Saaren Koulu - ROVANIEMI

DANMARK Hvide Sande Skole - MIDTJYLLAND

AUSTRIA Volksschule Lavant - TYROL



The book of silence

Stille

... ist der Anfang und das Ende von allem - vom Leben in seiner Gesamtheit. Vor und nach jedem Ton, jedem Satz, ist es für einen kurzen Moment still. Der Klang braucht die Stille um gehört zu werden und umgekehrt. Selbst beim Atmen spielt Stille eine wichtige Rolle.

Wir leben heute in einer lauten, hektischen und vor allem auch überfüllten Zeit. Unser Leben ist sehr durchgetaktet, Beruf, Familie und Freizeitstress halten viele auf Trab. Es gibt viele Informationen und wir werden von vielen Reizen überflutet: Internet, Handy Fernsehen, ...

Besonders Kinder sind diesen Reizen (in Kombination mit komplizierten Familienverhältnissen) fast willkürlich ausgesetzt und haben schon teilweise zu einer Veränderung des natürlichen Kind-Seins geführt. Daher ist es auch notwendig, dass in den Schulen die traditionellen Erziehungssysteme für die Entwicklung der Kinder, in Bezug auf die gesellschaftlichen Veränderungen, überdacht werden müssen.

Diese Sammlung von stressreduzierenden Aktivitäten ist im Zuge des Erasmusprojektes „Mens sana in corpore sano“ entstanden, das sich intensiv mit diesen Veränderungen auseinandergesetzt hat, mit dem tiefen Bedürfnis, Schülern und Lehrern Methoden bereitzustellen, damit sie lernen können, mehr von sich selbst zu erfahren und ihre Energie durch Meditation und eine Vielzahl von schöpferischen Ausdrucksformen, positiv in ihren Unterricht bzw. Alltagswelten einfließen lassen zu können.

Ideal

... harmonisch ausgeglichene, glückliche, konzentriert arbeitende, schöpferische Kinder, die sich in ihrer Gruppe/Klasse beheimatet und gestalterisch für das Gemeinwohl mitverantwortlich fühlen.

Im Lateinischen gibt es jenen Begriff des „contemplativus in actione“, der eigentlich dem Kinde innewohnt: Mitten in der Tätigkeit kontemplativ zu sein aktiv und doch gesammelt, geschäftig, friedlich und konzentriert.

So möge dieses Instrumentarium auch ein Angebot sein, um den eigenen Wurzeln wieder neu nachzugehen: Woraus und wofür lebe ich - und wie will ich leben?

Walter Schneider
VS Lavant, Austria

Silence

... is the beginning and the end of everything - from life in its unity. Before and after every sound, every sentence, there is silence for a short moment. The sound needs the silence to be heard and vice versa. Even when we breathe, there is silence.

Today we live in a loud, hectic and overfilled century. Our lives are totally overplanned with family, job and sparetime stress. There is a lot of information and attractive spare time like internet, handy, television, ...

Especially children are delivered to these fascinating medias (in combination with complicated family relationships) and have already led to a change of being a child in a natural way. Therefore it is also necessary, according to social changes, to think about new forms of education in schools.

This collection of stress-reducing activities arose as a result of the Erasmus project „Mens sana in corpore sano“, with the idea of supporting students and teachers on their way of learning through meditation and other forms of creative processes.

Ideal

... harmonic, lucky, creative children, who are working with concentration and motivation and who also feel responsible for the positive atmosphere in the group/class they are working with.

In the Latin language there is this idiom of „contemplativus in actione“, which says, that people are working focused and contemplative, when they are balanced.

This collection can also be seen as an offer to go back to your own roots: where I come from - for what do I live - and how I want to live?

Walter Schneider
VS Lavant, Austria



Spain



Relajacion con plastilina

Todos los días con nuestros alumnos/as después del patio, ya que es el momento en el que más alterados están practicamos distintas técnicas de relajación, os vamos a explicar una de ellas en la que además de trabajar la relajación trabajamos también los sentimientos haciendo un viaje al interior de uno mismo.

Lo primero que hacemos es poner música relajante, normalmente "Enya, ..." para que antes de empezar la actividad estén un poco más calmados durante unos segundos hacemos unas respiraciones profundas, cuando están calmados les damos un trozo de plastilina que tienen que ir modelando mientras la maestra va contando una historia.

Una vez finalizada la historia, la maestra va preguntando por el estado de ánimo de cada alumno/a a la vez que se acerca para susurrarles al oído como se encuentran o algo que les ha pasado durante el día, acariciándoles ya que con el contacto físico les animamos a que expresen mejor sus sentimientos. Una vez finalizadas sus creaciones, voluntariamente los alumnos que lo desean muestran sus obras al resto de compañeros y comentan como se han sentido.



Relaxation with plastic clay

Every day after the morning break, since it is the most disturbed time, we practice with our students different relaxation techniques. We are going to explain one of them in which, a part from working with relaxation, we work with feelings, making a trip to the interior of ourselves.

The first thing we do is playing relaxing music, normally Enya or something similar, so that before starting the activity they are a little calmer for a few seconds we take a few deep breaths, when they are calm we give them a piece of plastic clay that they have to go modeling while the teacher is telling a story.

Once the story is finished, the teacher asks about the mood of each student as she approaches to whisper in their ear how they are or something that has happened to them during the day, caressing them with physical contact. We encourage them to express their feelings better. Once their creations are finished, voluntarily the students who wish to show their works to the rest of their classmates and comment on how they felt.

Meditation us ando las manos

Esta es una técnica de meditación y relajación basada en movimientos de manos. Consiste en mover los brazos y las manos siguiendo el ritmo y la melodía de la música. En este sentido, los niños se centran en cómo deben mover los brazos y las manos para seguir la música, de esa manera logran desconectarse de todos sus pensamientos y tensiones, centrándose únicamente en lo que están haciendo.

Al principio puede ser un poco difícil, porque tenemos que sincronizar cada movimiento en armonía con el modelo que estamos viendo, no perder el ritmo. Sin embargo, con paciencia, se logra y los resultados finales valen la pena. El enlace que usamos para llevar a cabo nuestras sesiones de relajación es [Ong Namu Guru Dev Namu - Guru Dass Kaur - YouTube](#).

Aplicamos esta técnica después del descanso y cuando se vio que era requerida por el estado emocional de los estudiantes. Los resultados han sido muy positivos. El comportamiento y la motivación de los niños para las actividades de la clase, una vez que se terminó la sesión, es óptima.

Meditation through hands

This is a meditation and relaxation technique based on hands movements. It consists of moving arms and hands following the rhythm and the melody of the music. In this sense, the children focus on how they need to move their arms and hands to follow the music. That way they manage to disconnect from all their thoughts and tensions, focusing only on what they are doing.

At first it can be a bit difficult, because we have to synchronize each movement in harmony with the model we are watching, not to lose the rhythm. Yet, with patience, it is achieved and the final results are worth it. The link we use to carry out our relaxation sessions is [Ong Namu Guru Dev Namu - Guru Dass Kaur - YouTube](#).

We apply this technique after the break and when it was seen that it was required by the emotional state of the students. The results have been very positive. The children's behavior and motivation for the class activities, once the session was finished, is being optimal.



Observando una vela

“Mindfulness” significa prestar atención de una manera particular; A propósito, en el momento presente y sin hacer ningún juicio. (Kabat-Zinn, un famoso maestro de mindfulness y meditación).

Mindfulness es una forma de meditación, que proporciona a los niños herramientas sencillas y prácticas para trabajar directamente con su sistema nervioso, ayudándoles a regular estados emocionales, a focalizar la atención y a mejorar sus habilidades de resolución de conflictos.

Una de las técnicas que se puede utilizar con niños y niñas de 3 años es observar una vela. Necesitamos prestar atención a la manera en que se mueve, al color de la llama, respirar cerca de ella sin llegar a apagarla, etc.



Observing a candle

“Mindfulness” means paying attention in a particular way; On purpose, in the present moment, and nonjudgmentally.” (Kabat-Zinn, a famous teacher of mindfulness meditation).

Mindfulness is a form of meditation. It provides children with simple, practical tools to work directly with their nervous systems, helping them regulate emotional states, focus attention and improve conflict-resolution skills.

One of mindfulness techniques we use with 3-year-old children is observing a candle. We need to pay attention to how it moves, what color is its flame, breathe but not strong so it doesn't go out, etc.



Poland

Enjoy the silence in Poland

Stymulacja czuciowa ciała w oparciu o masażyki z wierszykami- zabawy relacyjno-relaksacyjne

Body sensory stimulation based on massage with poems - relational and relaxation games

Cele:

Objectives:

- nawiązanie dobrych relacji z uczniem,
- zapewnienie uczniowi poczucia komfortu fizycznego i emocjonalnego,
- zmniejszanie nadwrażliwości dotykowej ciała,
- redukcja napięcia mięśniowego,
- doskonalenie zmysłu dotyku i słuchu,
- wzbudzenie zainteresowania otaczającym środowiskiem.

- establishing good relations with the student,
- providing the student with a sense of physical and emotional comfort,
- reducing the tactile hypersensitivity of the body,
- reduction of muscle tone,
- perfecting the sense of touch and hearing,
- arousing interest in the surrounding environment.

IDZIE PANI, WIETRZYK WIEJE

Dziecko zwrócone do nas plecami.

Idzie pani: tup, tup, tup,

(Na przemian z wyczuciem stukamy w jego plecy opuszkami palców wskazujących)

dziadek z laską: stuk, stuk, stuk,
(delikatnie stukamy zgiętym palcem)

skacze dziecko: hop, hop, hop,

(naśladujemy dłonią skoki, na przemian opierając ją na przegubie i na palcach)

żaba robi długi skok.

(z wyczuciem klepiemy dwie odległe części ciała dziecka np. stopy i głowę)

Wieje wietrzyk: fiu, fiu, fiu,

(dmuchamy w jedno i w drugie ucho dziecka)

kropi deszczyk: puk, puk, puk,

(delikatnie stukamy w jego plecy wszystkimi palcami)

deszcz ze śniegiem: chlup, chlup, chlup,

(klepiemy dziecko po plecach dłońmi złożonymi w „miseczki”)

a grad w szyby łup, łup, łup.

(lekką stukamy dłońmi zwiniętymi w pięści)

Świeci słonko, (gładzimy wewnętrzną stroną dłoni ruchem kolistym)

wieje wietrzyk, (dmuchamy we włosy dziecka)

pada deszczyk. (z wyczuciem stukamy opuszkami palców w jego plecy)

Czujesz dreszczyk? (leciutko szczypiemy w kark)

YOU GO, THE BREEZE BLOWS

„You go: tup, tup, tup,

(alternately, we tap the back of the child with the tips of the index fingers)

grandfather with a cane: knock, knock, punch,
(gently tap with a bent finger)

my child jumps: hop, hop, hop,

(we imitate the jumping hands, alternately resting it on the wrist and fingers)

the frog is making a long jump.

(we tap the two distal parts of the child's body eg feet and head)

The wind blows: the wind, the wind,

(blow in one and the other child's ear)

sprinkles rain: knock, knock, knock,

(gently tap on his back with all your fingers)

rain with snow: spattering, slush, slush,

(pat a child on the back with hands folded into bowls)

a hail in the windshield, łup, łup łup

(lightly tap your hands with your fists)

The sun is shining,

(smooth the inner side of the hand with a circular motion)

the wind is blowing,

(we breathe in the child's hair)

It's raining.

(feel tapped with fingertips in his back)

Do you feel the thrill?!

(we tweak in the neck)



PIZZA - pieczenie pizzy
[Dziecko leży na brzuchu]

Najpierw sypimy mąkę [Przebieramy po jego plecach opuszkami palców obu dłoni]
zgniamy ją [brzegami obu dłoni wykonujemy ruchy zagarniające]
lejemy oliwę [rysujemy palcem falistą linię, począwszy od karku aż do dolnej części pleców]
 dodajemy szczyptę soli [lekko je szczypiemy]
no... może dwie, trzy.
Wyrabiamy ciasto [z wyczuciem ugniatamy boki dziecka]
wałkujemy [wodzimy dłońmi zwiniętymi w pięści po jego plecach w górę i w dół]
wygładzamy placek [gładzimy je]
i na wierzchu kładziemy:
 pomidory, [delikatnie stukamy dłońmi zwiniętymi w miseczki]
krążki cebuli, [rysujemy koła]
oliwki, [naciskamy palcem w kilku miejscach]
 ... [dziecko samo wymyśla co dodajemy do pizzy]
posypujemy serem [szybko muskamy dziecko po plecach opuszkami palców obu dłoni]
 (parmezanem, mozzarellą)
i... buch! do pieca. [Przykrywamy sobą dziecko i na chwilę pozostajemy w tej pozycji-dopóki dziecko ma na to ochotę]
Wyjmujemy i kroimy: [Kroimy plecy brzegiem dłoni]
dla mamusi, dla tatusia,
dla babci, dla brata
dla Matyldy... a teraz [dziecko wymyśla, dla kogo jeszcze będą kawałki pizzy]
polewamy keczupem, [kreślimy palcem na plecach linię z pętelkami]
i... zjadamy... mniam, mniam, mniam.

PIZZA - baking a pizza
[The child lies on his stomach]

First, we sip a flour [We pick up his fingers with his fingertips]
we collect it [with the edges of both hands we make scraper movements]
we pour oil [we draw with a finger a wavy line, from the neck to the lower back]
we add a pinch of salt [we lightly pinch it]
well ... maybe two, three.
We make the dough [with a sense of kneading the sides of the child]
rolling [we lead our hands with our fists up and down]
we smooth the cake [smoothen them]
and we put on top:
tomatoes, [gently tap the palms with coils]
onion rings, [we draw circles]
olives, [press your finger in several places]
 ... [the child makes up himself what we add to the pizza]
sprinkle with cheese [quickly rub the child on the back with the fingertips of both hands]
 (parmesan, mozzarella)
and ... buch! to the furnace. [We cover the child with each other and stay in this position for a while - until the child wants it]
Take out and cut: [Cut the back with the palm of your hand]
for mommy, for daddy,
for my grandmother, for my brother
for Matilda ... and now [the child thinks for who else will be the pieces of pizza]
pour the ketchup, [draw a line with loops on your back]
and ... we eat ... yummy, yummy, yummy.



RELAKS W NAUCZANIU

Bardzo ważne jest stosowanie w teorii i praktyce ćwiczeń odprężających, gdyż obecnie znacznie wzrasta potrzeba odzyskania spokoju, zastanowienia się nad sobą i odprężenia. Ćwiczenia relaksacyjne wspomagają kształtowanie osobowości ucznia i stymulują proces nauki, służą wprowadzaniu przyjaznej atmosfery do nauki.

W ćwiczenia wspomagających odprężenie wykorzystuje się elementy metod relaksacyjnych i praktyk medytacyjnych. „Medytacje, ćwiczenia oddechowe, kontemplacja wyobrażeń przeprowadzane w stanie odprężenia mogą korzystnie wpływać na zdrowie duchowe ucznia. Stymulują one osiągnięcia wewnętrznego spokoju i odprężenia, pozwalają na lepsze rozumienie znaczenia wydarzeń. Mogą przyczynić się do tego, że nauczmy się żyć medytacyjnie na co dzień, bardziej świadomie postrzegać otoczenie i wykonywać różne czynności“.

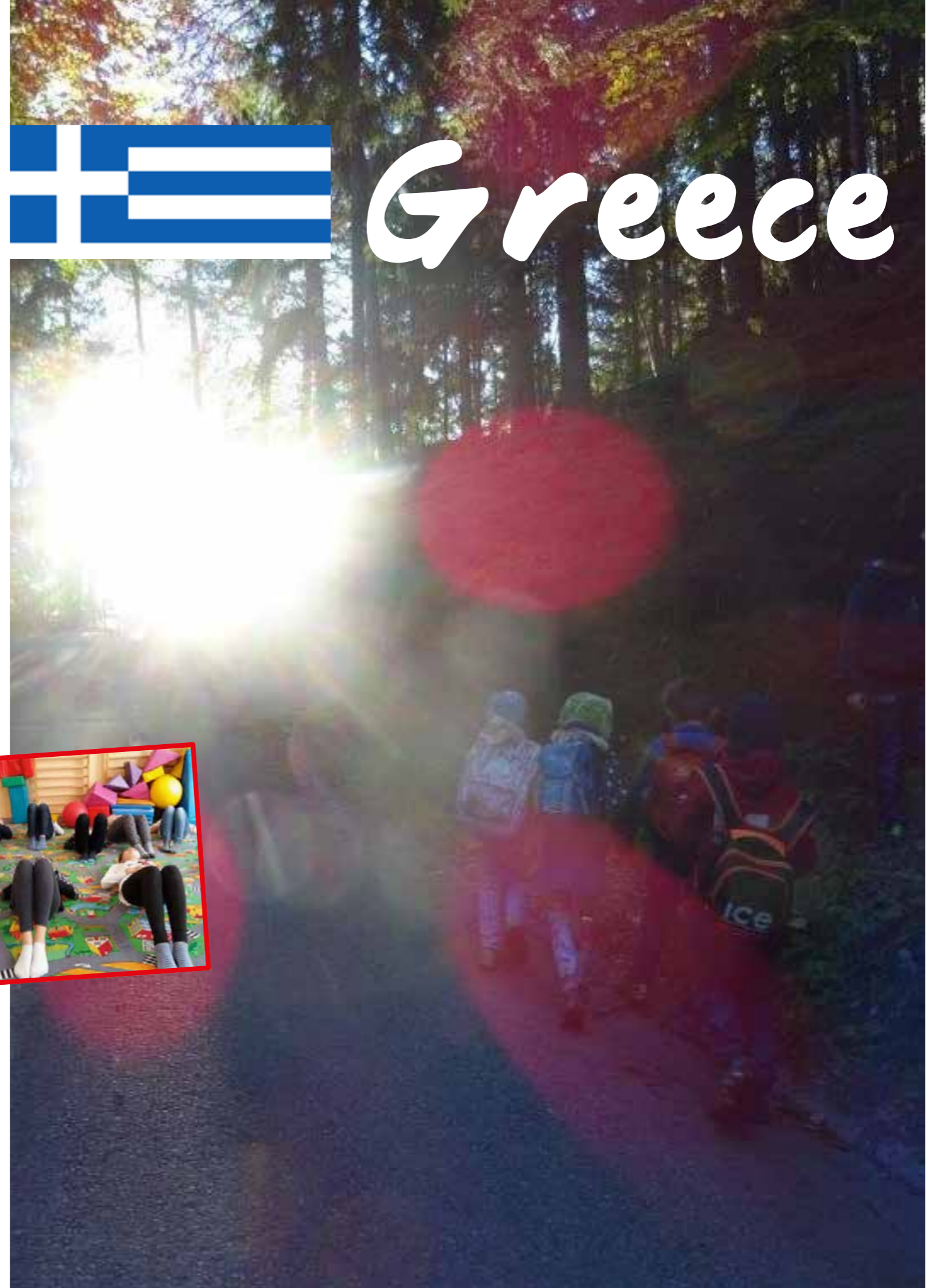
Nauka w odprężeniu oznacza, że w trakcie zajęć co jakiś czas wprowadzamy fazę relaksu, aby zlikwidować czy obniżyć poziom stresu szkolnego i stymulować zarówno proces nauki, jak i wpływać korzystnie na fizyczne oraz psychiczne zdrowie dziecka. W czasie trwania lekcji uczniowie mają możliwość zrelaksować się i wyciszyć przy muzyce.

RELAXATION IN TEACHING

It is very important to use relaxation exercises in theory and practice, because nowadays the need to regain peace, reflect and relax is growing. Relaxation exercises support the formation of the student's personality and stimulate the learning process, they serve to introduce a friendly atmosphere for learning

Relaxation exercises and meditation practices are used in exercises to support relaxation. „Meditations, breathing exercises, contemplation of imaginations carried out in a state of relaxation can have a positive effect on the spiritual health of the student, they stimulate the inner peace and relaxation, allow a better understanding of the meaning of events, can help us to live a meditative life every day, consciously perceive the surroundings and perform various activities. „

Learning in detachment means that during the classes, every now and then, we introduce a phase of relaxation to eliminate or reduce the level of school stress and stimulate both the learning process and influence the physical and mental health of the child.



Greece

Paper Mosaics

Audience: Activity can be adapted for all levels, but is particularly useful with elementary and middle school students. This activity was conducted by the children of 6th grade.

Aims: Students learn to make paper mosaics as a creative stress reduction activity.

Glossary: Mosaics - An ancient art form usually made by arranging small pieces of stone or glass to create a beautiful picture or pattern.

Materials:

- One 25x35cm piece of black construction paper
- Colored construction paper scraps or discarded magazines
- Pencil
- Scissors
- Glue
- Pictures of mosaics from books, internet and/or teacher's samples



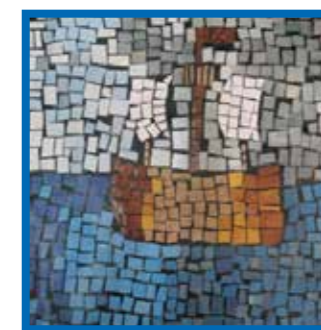
Content:

Teacher introduces the concept of mosaics as a creative, calming and fun stress reduction strategy. Show students pictures of mosaics from books or from the internet.

Ask students about their own experiences in making mosaics or seeing mosaics in their community/city. Point out very simple "mosaics" students can easily relate to, for example, bathroom ceramic tiles (this gives a clear picture of how "paper tiles" will be arranged on their drawings). Teacher reviews materials to be used and general rules applied to this type of activity in the classroom.

Introductions:

1. Students clear their desks of books, folders, etc.
2. Using a pencil, students draw the outline of an object, shape or scene on a 25x35cm. piece of paper.
3. Students then cut small colored square paper "tiles" from the scrap construction paper or the magazines (tear out pages you would like to use and then cut the pictures up into little square "tiles").
4. Explain to students that each outline should be filled with tiles of the same color.
5. Working with one shape/area/figure at a time, students apply glue to the inside of their outlined shapes, and then place the paper "tiles" in the shape/outline, leaving a small space between each paper "tile" (for some shapes, students may have to cut "customized tiles" to effectively fill in the shape).
6. Students repeat the glue and placement of "tiles" in each shape/outline of their drawings until the mosaic is complete.



Extention:

Follow-up by having students share their mosaics with the class and facilitating a discussion about what students liked and found challenging about the activity. Make connection between the activity and stress reduction and discuss the impact of the activity with students. If students enjoyed the activity, plan a follow-up lesson to give students a chance to improve their mosaic making skills.



A theatrical Game

Audience: Activity can be adapted for all levels, but is particularly useful with elementary school students. This activity was conducted by the children of 5th grade.

Aims: The students learn to express their feelings, their anxiety, their fear, they take out energy, feel free and relax.

Materials: CD player, tambourine or a set of wooden clackers, pieces of cloth, masks, gym mattresses, carpet.



The children form a circle and close their eyes.

The teacher beats a tambourine or a set of wooden clackers and orders the students to open or close their eyes, which means that the students wake up or sleep. The teacher orders the children to keep their eyes closed and explains to them that they are sleeping and dreaming.



The children wake up by the beat of a tambourine and find out that they are in a forest.



We ask the students to express different feelings while they are in a big, dark forest. Fear, anxiety, sadness, anger can be some of these feelings.



Suddenly a fairy appears in front of them and they ask for her help. The fairy tells them that there is a castle in the forest where three princesses live. These princesses keep a key for valuable treasure well-hidden.



The children get excited about the treasure and decide to look for it. But the forest is very big and their moving around really hard.



Suddenly a huge white cloud appears in front of them, which is willing to transport them into the heart of the forest, where the princesses' palace is located.



But the cloud was really high and the children couldn't step on the ground. They were really anxious and worried about their luck when a little Indian girl saw them and sent her magic carpet to take them down to the ground.



But in the forest there were also some wild animals, really dangerous for children.



The children are running to get away from the wild animals. Some of them managed to get away but some others were captured.



Meanwhile, our little princesses were in their golden palace, enjoying their lives.



After a lot of hardship, the children who had escaped from the wild animals, made it to the palace and met the three princesses. The children asked for the key to the treasure but the princesses made it clear to them that they would give it to them only after they had passed three difficult tests.



The first test was to walk on moving sand and at the same time help the children who were sinking in it.



The second test was to swim in the seabed and try to find a pearl for each princess. In this test they are asked to have a diver as a guide.



The diver touches the children and transforms them into fish in order to help them swim more easily. So, the children dive into the sea and find the pearls.



Then the diver guides the children –fish on the shore.



The third test concerns the construction of a bridge so that the princesses will be able to get out of the castle. The children form a bridge with their bodies, by using pieces of cloth.



Finally, the princesses manage to get out of the castle and give the children the key for the valuable treasure, which turns out to be their waking –up and their ability to return to real life.



In the end the children take out the pieces of cloth and wake up. Then the teacher tells them that this adventure was just a dream and now they are back to reality.

We ask the children to write a dialogue with one of the characters of the game.

We also make sure that the teacher lets the students act freely during the game and only guides them when necessary.

Extension: Teacher may follow-up by checking in with students about how much they enjoyed the activity. If it is popular, use the activity at other times and make the connection between physical activity, humor/fun and creative thinking to stress reduction.

Yoga Lesson

Audience: Activity can be adapted for all levels, but is particularly useful with elementary and middle school students. This activity was conducted by the children of 3th grade.

Aims: Concentration increases, aggression and anxiety decrease and in some cases disappear, concentration and social skills improve and the children relax and calm down.

Materials: CD player, music (yoga, chill out), mattresses or carpet



The lesson consists of three parts:

1. Warm up organization

Aim: Organization of students

Time: 10 minutes

The children gather in the center of the field and they warm up.



2. Main part

Aim: Yoga exercises and cooperation exercises

Time: 20 minutes

The children spread in the field, use the mattresses or the carpet and try out the yoga exercises, they are shown in a piece of paper with the escort of music.



Lotus Pose

Gate Pose

Wheel Pose



Down Pose



Bow Pose



Cobra Pose



Tiger Pose



Tree Pose



Child's Pose



Swordsman Pose



Sleep Pose



Cooperation Exercises

3. Rehabilitation

Aim: Bringing back their organism in it's natural status.

Time: 15 minutes

The children choose a game, football, basketball or whatever they like.



Extension:

Practice this activity with the class at other times to help students acquire competency with the technique. It may also be useful to calm and focus students in transitions (e.g. after recess) using just a few of the directions. Encourage students to practice this activity on their own to reduce stress. Have students share this activity with a family member and/or take turns leading directions for the class periodical throughout the school year.



Germany



Leise Namen rufen

Spieldauer :2 min.

Die Kinder liegen mit geschlossenen Augen auf ihren Armen auf dem Tisch. Der Lehrer nennt in ganz leisem Flüsterton den Vornamen eines Kindes. Das Kind erwacht und nennt einen weiteren Vornamen eines Kindes. Dieses Kind erwacht und so weiter.....

Das Spiel ist vorbei, wenn alle Kinder erwacht an ihrem Platz sitzen.

Whisper names

Time: 2 minutes

The kids should put their arms on the table and put their heads down. The eyes are shut. The teacher silently says the name of one child. This child should wake up and then go on doing it. And so on... The game is over when all children are awake.



Spiegelbild

Spieldauer:3-5min.

Der Lehrer nimmt eine bestimmte Körperhaltung ein und die Kinder machen diese nach. Jede Figur sollte für mindestens 30 Sekunden gehalten werden. Alle möglichen Positionen sind denkbar, z. B. auf einem Bein stehen, eine Hand auf die Nase und die andere Hand auf der Hüfte abwinkel.....

Wahlweise kann leise Entspannungsmusik dabei laufen.

Reflected image

Time: 3-5 minutes

The teacher moves his or her body and changes its position. The children should do the same. Each figure should be held for about 30 seconds. Ideas for positions: stand on one leg, put your hand to your nose and your arm to your hip. .

If you wish listen to relaxing music while playing this game.



Das offene Fenster

Spieldauer: 3-4min.

Die Kinder sitzen still und schließen die Augen. Ein Fenster wird geöffnet. Sie sollen nun auf alles achten, was sie hören. Sie sollen Geräusche sammeln. Geräusche von außen aber auch innere Geräusche. Nach einem Signal, z. B. eine Klangschale dürfen sie die Augen öffnen und ihren Mitschülerinnen und Mitschülern erzählen, was sie alles gehört haben.

The open window

Time: 3-4 minutes

The children sit quietly in the classroom. Their eyes are shut. Then one window is going to be opened. The children should listen carefully and collect all noises they can hear. They should collect the noises from outside and inside too. After a signal they should open their eyes and talk to the others about the noises.

Geräusche

Hundebellen

Kinder / Fußball

Vogelzwitschern

Fotografieren

Schritte

Raben

Niesen

Herzklopfen

Bauch "

Atemgeräusche

Schleichspiel

Spieldauer :10min.

Die Kinder liegen mit geschlossenen Augen auf ihren Armen auf dem Tisch. Sie entspannen sich. Ein Kind beginnt das Spiel und schleicht leise durch den Raum. Es streichelt die Rücken der Kinder, an denen es vorbei kommt. Dort, wo es sitzen möchte, erhält das Kind einen leichten „Pieks“ auf dem Rücken. Das Kind erwacht, steht auf und schleicht durch den Raum und sucht sich wiederum einen anderen Platz. Das Spiel ist vorbei, wenn jedes Kind erwacht an einem anderen Platz sitzt.

Wahlweise kann leise Entspannungsmusik dabei laufen.

Creep Game

Time: 10 minutes

The kids should put their arms on the table and put their heads down. The eyes are shut and the kids relax. One child is the beginner and is allowed to creep through the classroom quietly. While doing it the child strokes the backs of the children passing by. Then the child should choose a seat and give the kid sitting there a slight sting at the back. This child is 'awake' now, stands up and walks around... The game is over when all children are awake.





Finland



My way to relax

Rentoudun parhaiten lukemalla , pelaamalla, katsomalla youtubea, piirtämällä, värittämällä, katsomalla elokuvaa, leikkimällä, menemällä ulos ja näkemällä kaveria.

I relax when I read or play, watch YouTube or movies, draw or colour pictures, or when I go out and meet my friends.

Akseli 3.A



Minä saan mielenrauhaa lukemalla, kuuntelemalla musiikkia ja joskus ihan katsomalla televisiota.
I can find peace in my mind if I read or listen to the music. Sometimes even when I watch the tv.



Julia 3.A

Alan stressaamaan paljon, jos minulla kokeita tai joku esitys. Pääsen stressikuplastani pois, kun kuuntelen vaikka rentouttavaa musiikkia, luen kirjaa tai jopa olen puhelimella. Rauhallinen musiikki on rentouttavaa. Myös kirjan lukeminen rentouttaa mieltäni. Ja puhelimen selailu on rauhoittavaa minulle.

I find it stressful if there are tests in the school or if I have to perform somewhere. I can get out from my bubble of stress by listening peaceful music, by reading or even by playing with my phone.

Venla 4.a



Kun olen stressaantunut lepään sohvalla, katson Youtubea, pelaan tietokonepelejä ja syön.
When I am stressed I lie on the sofa, watch Youtube videos, play computer games and eat.

Juuso 4.a



Jos minua stressaa kokeet, kisat tai jokin muu asia, yleensä rentoudun ja saan ajatukset muualle esim. kuuntelemalla musiikkia, katsomalla netflixiä, olen kavereiden kanssa, harjoittelen jotain uusia temppuja tai leikin koiran kanssa.

If I stress about the coming tests, competitions or about something else I usually find peace in my mind, when I listen to the music, watch Netflix, hang around with my friends, practise some new tricks or play with my dog.

Lilli 6.b





Danmark

Rygmassage.

Historien om Vejrudsigten:

Eleverne er sammen parvis. Den ene sidder på en stol og hviler sit hoved på et bord. Den anden står bagved.

Sæt dæmpet, afslappende musik på i baggrunden. Læreren fortæller historien mens hun viser bevægelserne som laves på modtagerens ryg.

- Læg hænderne på modtagerens skuldre, og træk vejret helt ned i maven tre gange, inden historien begynder

- "Ugens vejrudsigt byder på meget blandet vejr. Der kommer både kulde og varme de næste dage" (giveren lægger hænderne på modtagerens skuldre)

- **Mandag** byder på solskin og næsten ingen vind.

Der vil være op til 30 grader i dagtimerne. (varm ryggen med flad hånd i store cirkelbevægelser, som dækker hele ryggen)

- **Tirsdag** begynder temperaturen og falde til omkring 20 grader om dagen, og der vil komme en del skyer. I løbet af natten kan der komme regn (Tegn skyerne med en knyttet hånd)

- **Onsdag** bliver der overskyet og regn hele dagen. (lav regnvejr med fingerspidserne over hele ryggen)

- **Torsdag** bliver det blæsende og meget skyet. Nogle steder i landet kan der være hård vind i løbet af dagen

(Lav gentagne lange strøg med flade hænder fra skulderen til lænden på begge sider af rygsøjlen)

- **Fredag** bliver det meget koldt, helt ned til 5 grader i dagtimerne. Det blæser og regner en del over hele landet. Sidst på dagen kommer der lyn og torden de fleste steder.

(Klap skiftevis med begge hænder over hele ryggen, og lav zigzag-lyn med flade hænder fra skuldrene mod lænden)

- **Lørdag** rammer en iskold vind, og der vil komme sne (Lav lette dup med fingrene over hele ryggen)

- **Søndag** ændrer vejret sig igen, og solen kommer igen frem på himlen. Sneen smelter.

(Lav en stor sol med flad hånd i cirkelbevægelser)

Backmassage.

The story about a weather forecast:

The students go together in pairs. One of them sits on a chair with his or her head resting on a table.

The other one stands behind the one sitting. Put on some low, relaxing musik in the background. The teacher tells the story, while she shows the movements that is to be made on the back of the student who is receiving the massage.

- Put your hands on the shoulders of the receiver and breathe deeply three times before the story starts.

- The weather forecast for this week offers very mixed weather. It will be both cold and hot the next days". (The massager puts his hands on the shoulders of the receiver)

- **Monday** offers sun and almost no wind. It will be up to 30 degrees in the day time. (warm the back with flat hands in big circles that covers all of the back)

- **Tuesday** the temperature will drop to about 20 degrees in the day time and it will be quite cloudy. In the night time it might be rain. (Draw clouds with your fists)

- **Wednesday** it will be cloudy and rainy all day. (Make raindrops all over the back with your fingertips)

- **Thursday** it will be windy with lots of clouds. Some places it will be a hard wind during the day. (Make long strokes with flat hands from shoulder to lower back on both sides of the spine)

- **Friday** it is getting cold, down to 5 degrees in the day time. It will be quite windy and rainy all over the country. At the end of the day there will be lightning and thunder most places. (Clap on the back one hand at the time and make lightning-moves with flat hands from shoulder to lower back)

- **Saturday** an ice cold wind will hit us and there will be snow. (Make lightweight touches with your fingertips all over the back)

- **Sunday** the weather is changing and the sun comes out again. The snow is melting. (Make a large sun with flat hands in circles)



Afspænding.

Ryg mod ryg:

En kort lille afspænding, hvor man sammen hjælper hinanden med at få kroppene i ro. Når man sidder tæt, påvirker man hinandens vejrtrækning, så kunsten er at finde en fælles rytme og synke ind i sig selv.

Eleverne sidder to og to ryg mod ryg, så de læner sig op ad hinanden. De lukker øjnene, og instrueres i at trække vejret helt ned i maven tre gange. Der spilles roligt afspændingsmusik, og børnene sidder sådan i 3-5 minutter.

Herefter åbner de øjnene, vipper lidt med tæerne og afslutter med at finde hinandens hænder over skuldrene, stadig med ryggen til hinanden. De giver hinandens hænder et lille klem, slipper og rejser sig roligt op



Relaxation.

Back to back:

A short relaxation in which the students help each other to get their bodies relaxed and calm. When you are sitting close to another person, you will affect each others breathing and with this you will have to find a common rhythm and sink into yourself. The students sits back to back, leaning against each other.

The close their eyes and are told to breathe deeply three times. Play some calming music and let the students sit like that for 3-5 minutes. After that the students are told to open their eyes and rock their



toes. The students then take each others hands over the shoulders and squeeze them lightly, still back to back. After that the students get up slowly.

Boldmassage.

Eleverne er sammen parvis. Modtageren ligger på en madras på gulvet. Giveren sidder ved siden af med en lille bold i hånden (gerne en lille bold med pigge). Sæt dæmpet, afslappende musik på i baggrunden. Sluk gerne lyset og tænd stearinlys. Det er medvirkende til at skabe en afslappende stemning i rummet.

Massagen:

- lad bolden køre rundt i store cirkler på hele ryggen
- lav cirkelstrøg på skulderbladene
- lav cirkelstrøg fra skulderen til lænden og tilbage igen på venstre side
- lav cirkelstrøg fra skulderen til lænden og tilbage igen på højre side
- lav cirkelstrøg på tværs af lænden frem og tilbage
- lav cirkelstrøg ned af venstre ben, fra lår til fod og tilbage igen
- lav cirkelstrøg ned af højre ben, fra lår til fod og tilbage igen
- lav cirkelstrøg ned af venstre arm, fra skulder til hånd
- lad bolden køre langsomt rundt inde i håndfladen
- lav cirkelstrøg tilbage igen fra hånd til skulder
- lav cirkelstrøg ned af højre arm, fra skulder til hånd
- lad bolden køre langsomt rundt inde i håndfladen
- lav cirkelstrøg tilbage igen fra hånd til skulder
- slut massagen af med at lade bolden køre rundt i en stor cirkel på ryggen - og lad cirklen langsomt blive mindre og mindre, indtil den står helt stille midt på ryggen.

Massage with a ball.

The students go together I pairs. The receiver lies on a mattress on the floor. The massager sits beside with a small ball in his hand. (A ball with small spikes on it will be good). Put on some calming music, turn off the lights and light a candle. That will help making a relaxed atmosphere in the room.

The massage:

- let the ball go round all of the back in big circles
- make circular strokes on the shoulder blades
- make circular strokes from the shoulder to the lower back and back again on left side
- make circular strokes from the shoulder to the lower back and back again on right side
- make circular strokes across the lower back.
- make circular strokes down left leg from thigh to foot and back again
- make circular strokes down right leg from thigh to foot and back again
- make circular strokes left arm from shoulder to hand
- let the ball go slowly round the palm of the hand
- make circular strokes from hand to shoulder
- make circular strokes down right arm from shoulder to hand
- let the ball go slowly round the palm of the hand
- make circular strokes from hand to shoulder
- end the massage by letting the ball go round in a big circle on the back. Let the circle get smaller and smaller until it stops in the middle of the back.





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After the first fallen snow we go outside and create different magic signs with our shoes, sticks, etc. in the nature. Nach dem ersten Schneefall gehen wir ins Freie und gestalten mit unseren Füßen, Schaufeln, Stöcken, etc. magische Symbole in die Natur.



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We paint with colours, our paper is snow; it arises fascinating structures to be explored and analysed. Mit Wasserfarben malen oder spritzen wir auf Schnee. Schnee ist unser natürliches Papier. Es entstehen faszinierende Strukturen, die wir interpretieren.

Creating your own Mandala with different geometric forms, while relaxing music is running. Then you can paint it.

VS LAVANT - AUSTRIA

Gestalte dein eigenes Mandala mit der Verwendung von geometrischen Formen, während der Raum von Entspannungsmusik erfüllt ist.

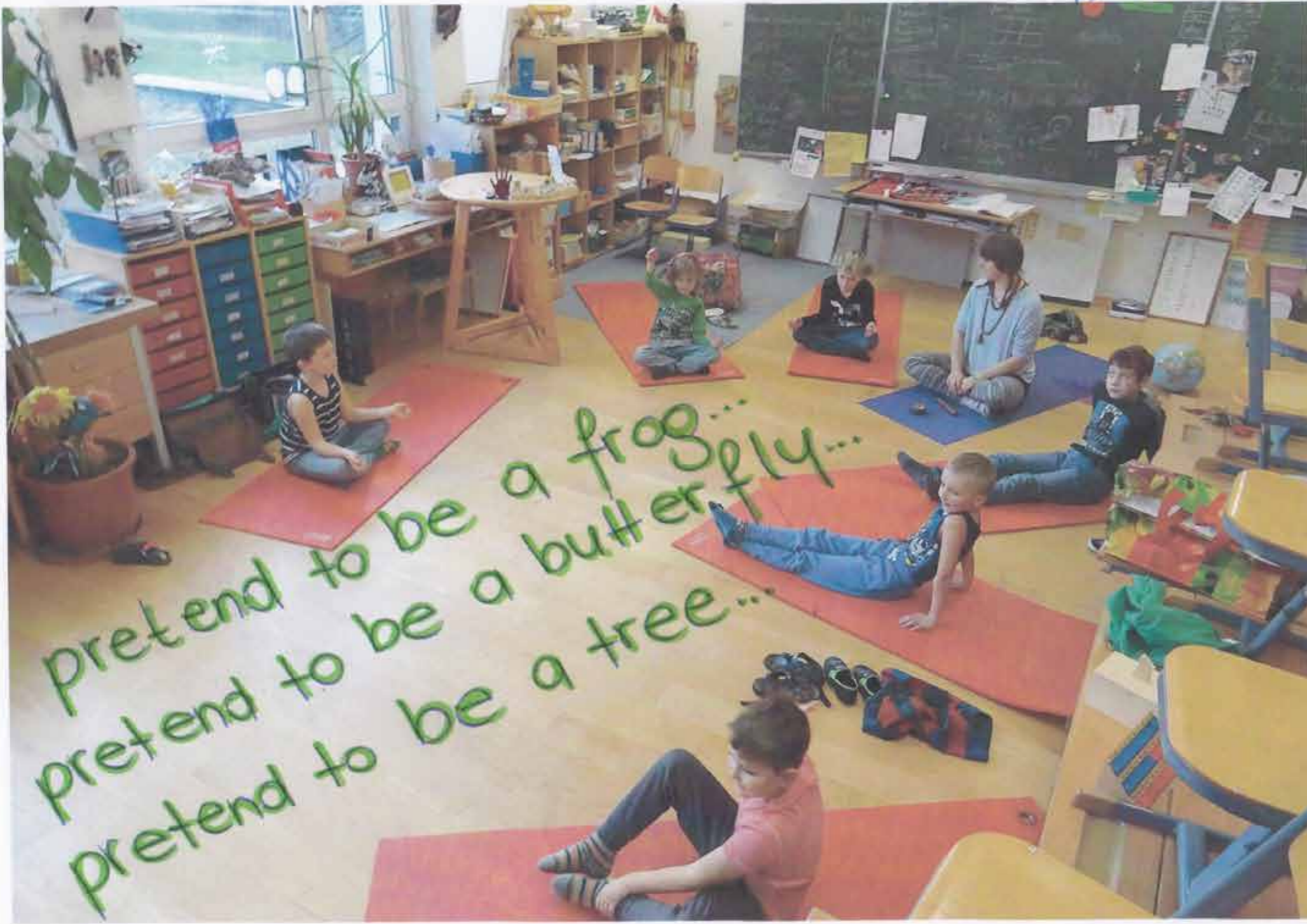


yoga → BRAIN BRAKE FOR THE CLASSROOM ॐ

makes us strong... healthy... calm... balanced... Kind... brave... wise... focused... flexible... friendly... brave... Kind... balanced... calm... healthy... strong... makes us

MAY ALL BEINGS BE HAPPY & FREE.

AUSTRIA



pretend to be a frog...
pretend to be a butterfly...
pretend to be a tree...

V.S. LAVANT

wise... focused... flexible... Kind... brave... Kind... balanced... calm... healthy... strong... makes us



Erasmus+

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