WP3 - POWERPACK TOOLKIT ACTIVITIES

Social well-being: Cross the Line Together

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1. General Information

Well-being dimension: social-emotional well-being, teamwork, self-regulation, cooperation
Target age group: 6–12 years
Activity format: non-verbal team-building game / physical coordination challenge
Duration: 20–30 minutes
Group size: 8–12 students per group (for larger groups create multiple teams)
Transversal approach: promotes collaboration, self-regulation, communication and problem-solving by challenging students to plan, coordinate and act collectively using non-verbal strategies to achieve a shared goal.

2. Learning Objectives

- Collaborate effectively in a team to achieve a common goal.
- Develop non-verbal communication and coordination skills.
- Plan and organize strategies collectively before execution.
- Demonstrate patience, self-control and attentiveness to others.

3. Materials Needed

- a line on the floor (masking tape, rope or chalk line)

Optional:

- timer to track attempts or challenges
- notebook or reflection sheets for debriefing

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4. Activity Steps

Step 1: Introduction (5 min)

- Explain the challenge: the group must step over the line at the same time, without speaking during the actual stepping trial. Emphasize planning and coordination.
- Discuss rules and safety:
  - Everyone must stay behind the line until the trial begins.
  - No pushing or shoving; movements should be careful.
  - The group can discuss strategies before each attempt, but no talking once stepping starts.

Step 2: Team planning & trials (10–15 min)

- **Planning:** Students discuss strategies for coordination. Ideas might include: counting together silently, raising hands as a signal to step or designating a leader to signal the moment to move etc.
- **Execution:** Students attempt to step over the line simultaneously without talking.
- **Debrief**: After each attempt, allow brief non-verbal discussion to adjust strategy.
- **Repeat trials:** Continue until the group successfully crosses together.

Step 3: Reflection (5–10 min)

Gather students in a circle and discuss:

  - What strategies worked and why?
  - What was challenging about stepping together silently?
  - How did you communicate non-verbally?
  - How did teamwork and patience affect your success?

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5. Teacher Notes & Tips

- Ensure students of all abilities can participate safely; allow modifications like seated stepping or using a mat for balance support.
- Encourage collaboration regardless of physical ability, emphasizing strategy over physical speed.
- Can be played indoors or outdoors. Multiple groups can run simultaneously with different lines or areas.

Cross-curricular use:

- Maths: Introduce counting or timing strategies.
- Science/Physics: Discuss balance, centre of gravity or coordinated movement.
- Social studies: Reflect on teamwork, leadership and communication skills.

6. Reflection prompt for students

- How did your team decide on a strategy? What worked best?
- What was difficult about communicating without words?
- How did listening and watching others help you succeed?
- How could you use teamwork and non-verbal communication in other situations at school or home?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use smaller groups (4–6 students) to reduce coordination demands.
- Allow a wider line to make timing differences less critical.
- Provide one clear visual signal (e.g. raised hand).
- Include one practice round where talking is allowed during the step.

Medium Version (Medium Primary / more independence):

- Increase group size to 8–12 students for more complex coordination.
- Use a narrow line or tape to require more precise timing.
- Let students design their own non-verbal signal.
- Introduce a silent leader role to support organization.

Adaptations for Students with Special Needs:

- Replace stepping with an accessible movement (leaning, rolling a wheel, touching the line).
- Use visual supports (symbols, cards, visual sequence).
- Offer defined roles (signal watcher, timekeeper, observer).
- Adjust group size, noise or pace to support sensory and attention needs.

8. References (methodological approach)

This activity combines cooperative learning, experiential learning, social-emotional learning and universal design for learning principles to promote teamwork, self-regulation, non-verbal communication and inclusive problem-solving through active, reflective group participation.

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