WP3 - POWERPACK TOOLKIT ACTIVITIES

Social well-being: My Own Path

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1. General Information

- Well-being dimension: Social well-being
- Target age group: 8–12 years
- Activity format: Individual or group activity, communication-based game
- Duration: 30–45 minutes
- Group size: Whole class
- Transversal approach: Communication skills, Self-awareness, Social-emotional learning

2. Learning Objectives

- Objective 1: Recognize their own learning or personal development process.
- Objective 2: Communicate where they are currently situated and what they need.
- Objective 3: Practice sharing experiences and listening to others.
- Objective 4: Understand that everyone progresses at a different pace, and that is okay.

3. Materials Needed

- Material 1: Traffic sign pictures or printed sheets (e.g., Gas station, Highway, Stop sign, Bottleneck/Road work).
- Material 2: Poster putty or sticky tack (for attaching signs to surfaces).

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4. Activity Steps

Step 1: Introduction – Discovering Your Path (5–7 minutes)

- Ask students: How do you feel about your learning right now? Have you ever felt you were progressing quickly or got stuck on something?
- Explain: Everyone moves at their own pace, and we all encounter "traffic signs" along the way. Today, we will explore our own paths using these signs.

Step 2: Each student or group chooses a traffic sign that best represents their current learning or development situation.

  - Gas Station / Refueling: Need to rest and recharge, gaining new energy.
  - Highway: Moving fast in learning, experiencing success and momentum.
  - Bottleneck: Slow progress, obstacles, difficulty understanding something.
  - Stop Sign: Need to pause and reflect on what has been learned so far.
- Each student briefly explains why they chose the sign and how it represents their learning journey.
- Other group members can ask questions, give feedback, or suggest ways to move forward.
- Important: The goal is honest self-reflection and assertive communication, not a "correct" path. Maintain a respectful environment.

Step 3: Sharing and Reflection (5–10 minutes)

- Volunteers share how it felt to choose a sign and explain it.
- Discuss as a group: Which signs were chosen most often? What can we learn from each other's experiences?

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5. Teacher Notes & Tips

- Key message: Everyone progresses at their own pace, and each pupil can make assertive choices about their own path, respecting others.
- Ensure a safe environment where students feel comfortable sharing "negative" signs like the Stop sign or Bottleneck without judgment.

6. Reflection prompt for students

- Question 1: Why did you choose this sign today?
- Question 2: How could you move forward if you are facing an obstacle?
- Question 3: What did you learn from others' sign choices?
- Question 4: How does using the signs help you communicate assertively about your own progress?
- Question 5: How does this activity help you with your learning at school?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use simple, large, colorful images of the signs. Keep explanations verbal and very brief. You might ask them to just point to a happy face (Highway) or a thinking face (Stop sign) if traffic signs are too abstract.

Medium Version (Medium Primary / more independence):

- Medium Version (Medium Primary / more independence): Encourage deeper reflection. Ask them to relate the sign to a specific subject (e.g., "Which sign are you in Math? Which one in Art?").

Adaptations for Students with Special Needs:

- For students with communication difficulties, allow them to simply hold up the card without verbal explanation, or use a "buddy" system where a partner helps explain.
- Provide concrete examples of what each sign means before the activity starts to ensure understanding.

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8. References (methodological approach)

This activity is grounded in metacognition and self-regulated learning, utilizing visual metaphors (traffic signs) to facilitate self-assessment and help students articulate their personal learning journey. It integrates principles of assertive communication and social-emotional learning (SEL) by creating a safe space for open dialogue. The methodological approach prioritizes student agency and mutual respect, fostering a growth mindset where individual progress rates are normalized and validated within the classroom community.

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ROAD SIGNS

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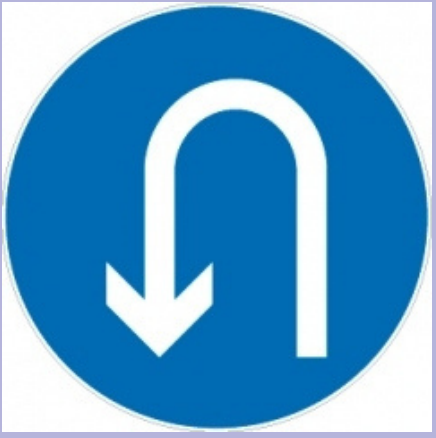

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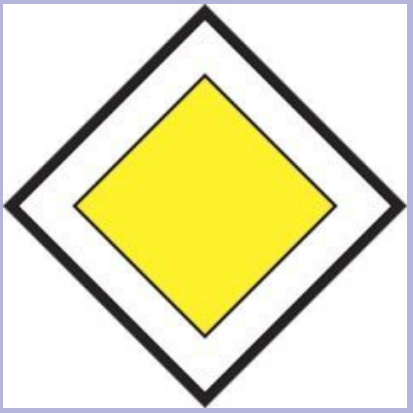

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