WP3 - POWERPACK TOOLKIT ACTIVITIES

Social well-being: My Voice Matters

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1. General Information

- Well-being dimension: Social well-being
- Theme: Assertiveness
- Target age group: 7–12 years
- Activity format: Playful communication exercise with reflection
- Duration: 30–45 minutes
- Group size: Small groups (3–5 students); whole class;
- Transversal approach: This activity promotes communication, empathy, self-awareness and respectful dialogue by helping students practice assertive expression in social situations. Through collaborative reflection and role-play, learners connect social-emotional learning with real-life communication skills, fostering confidence, mutual respect, and responsible participation in group interactions.

2. Learning Objectives

- Recognize the difference between passive, aggressive, and assertive communication,
- Practice expressing their opinions and needs respectfully,
- Build confidence in speaking up,
- Learn how to stand up for themselves while respecting others.

3. Materials Needed

- Situation cards (everyday school scenarios)
- Paper and markers
- Optional: colored cards (red – aggressive, yellow – passive, green – assertive)

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4. Activity Steps

Step 1: Introduction – Speaking up bravely and respectfully

Questions for students:

- Is it always easy to say what we think?
- What happens if we never share our opinion?

Explanation:

- Assertiveness means expressing what we feel or need honestly and calmly, without hurting others.
- The goal of today's activity is to try, not to be perfect.

Step 2: The assertive voice challenge

- Students works in small groups.
- Each group draws a situation card.

Example scenarios:

- Someone keeps interrupting you.
- A classmate wants to borrow your homework.
- You disagree with the group's decision.

Game rules:

- The group formulates a passive response.
- Then an aggressive response.
- Finally, an assertive response.

Discussion:

- Which response sounds respectful?
- Which one best protects your own needs?

Important: The teacher values effort and clarity, not performance or acting skills.

Step 3: Sharing and lessons learned

Groups share:

- one well-phrased assertive sentence,
- a short explanation of why it works.

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5. Teacher Notes & Tips

- Body Language: Remind students that posture, eye contact, and a calm voice are just as important as the words they speak.
- Roleplay Safety: Ensure "aggressive" acting remains exaggerated and fun, never personal or hurtful.
- The "I-Message" Tool: If students get stuck, teach them the formula: "I feel... when you... so please..."

6. Reflection prompt for students

- Feelings: Which role was hardest to play: passive, aggressive, or assertive? Why?
- Body awareness: How did it feel inside when you finally spoke up calmly and honestly?
- Real life: Where can you use this 'brave voice' tomorrow? (e.g., at lunch, on the playground?)

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Animal Helpers: Use animals to symbolize styles (e.g., Mouse = Passive/Scared, Dragon = Aggressive/Angry, Wise Owl = Assertive/Calm).
- Sorting Game: Instead of writing responses, give students pre-written sentence strips and ask them to sort them into the three categories.

Medium Version (Medium Primary / more independence):

- Student Scenarios: Ask groups to write their own conflict situations based on real playground problems, then solve them.
- "Fix the Text": Hand out a printed "aggressive" text message conversation and ask students to rewrite the replies to be assertive.

Adaptations for Students with Special Needs:

- Visual Cues: Use traffic light cards (Red = Aggressive, Yellow = Passive, Green = Assertive). Students can raise a card to participate without speaking.
- Puppets: Allow students to use puppets for the roleplay. This removes eye contact pressure and makes the "aggressive" parts less scary.
- Scripting: Provide sentence starters on a cheat sheet (e.g., "I don't like it when...") for students with processing delays.

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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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