WP3 - POWERPACK TOOLKIT ACTIVITIES

Digital Well-being: Behind the Screen

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1. General Information

Well-being dimension: Digital well-being
Target age group: 10–14 years (upper primary – lower secondary)
Activity format: Experiential learning through drama and role-play
Duration: 60–75 minutes
Group size: 15–30 students
Transversal approach: Social-emotional learning, digital literacy, ethics, language and arts education

2. Learning Objectives

- To recognize different forms of cyberbullying and their emotional impact on individuals.
- To develop empathy by exploring multiple perspectives (victim, aggressor, bystander) through theatrical representation.
- To practice assertive communication and problem-solving strategies in digital contexts.

3. Materials Needed

- Open classroom or multipurpose space
- Printed scenario cards related to cyberbullying situations
- Paper and markers
- Optional: simple props (chairs, backpacks, phones made of cardboard)

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4. Activity Steps

Step 1: Warm-up (10 minutes)
The teacher invites students to form a circle and leads a short body and voice warm-up (simple movements, facial expressions showing emotions such as sadness, fear, anger, joy). Students briefly discuss how emotions can be expressed without words.

Step 2: Introduction to the topic (10 minutes)
The teacher explains what cyberbullying is, giving age-appropriate examples (mean comments, sharing private images, exclusion in group chats). A short group discussion follows: How is cyberbullying different from face-to-face bullying?

Step 3: Group work and script creation (20 minutes)
Students are divided into small groups (4–5 students).
Each group receives a cyberbullying scenario card (e.g., a hurtful message in a group chat, a humiliating photo shared online).
Groups create a short theatrical scene showing:
The situation
The emotions of each character
A possible positive resolution

Step 4: Performance (15–20 minutes)
Groups perform their scenes for the class.
After each performance, the audience identifies:
Who was affected
What emotions were present
What actions helped or worsened the situation

Step 5: Collective debrief (10 minutes)
The teacher facilitates a guided discussion connecting the scenes to real-life digital behavior and respectful online communication.

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5. Teacher Notes & Tips

- Create a safe and respectful classroom environment before starting the activity.
- Remind students not to use real names or personal experiences in the scenes.
- Be attentive to students' emotional reactions and provide support if needed.
- Encourage empathy and respectful language during performances and discussions.
- Guide the reflection towards positive solutions and responsible online behavior.

6. Reflection prompt for students

- How did it feel to act or watch the cyberbullying scenes?
- What role (victim, aggressor, bystander) do you think has the most power to stop cyberbullying?
- Why?
- What could you do differently next time you see cyberbullying online?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use very short and simple scenarios with clear roles (victim, helper, adult).
- Replace dialogue with gestures, facial expressions, or freeze-frames (tableaux).
- Perform scenes as a whole class with the teacher guiding the action.
- Focus mainly on identifying emotions and asking for help rather than on conflict resolution.

Medium Version (Medium Primary / more independence):

- Allow students to create short dialogues and decide how the situation develops.
- Introduce the role of the bystander and discuss different choices they can make.
- Encourage groups to propose more than one ending to the scene (negative vs. positive).
- Include simple reflection questions after each performance.

Adaptations for Students with Special Needs:

- Offer flexible participation roles (narrator, observer, prop manager).
- Provide visual aids, emotion cards, or written scripts for support.
- Allow additional time for preparation and rehearsal.
- Ensure clear structure, predictable routines, and explicit instructions.

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8. References (methodological approach)

The activity combines drama-based learning, social-emotional learning, and collaborative work:
Students learn through role-play and theatrical expression, actively exploring real-life cyberbullying situations.
It promotes empathy and emotional awareness by placing students in different perspectives (victim, aggressor, bystander).
Group work strengthens communication skills, cooperation, and shared problem-solving.
The use of theatre increases motivation, creativity, and engagement in a safe and controlled environment.
The activity connects learning to students' digital lives, encouraging responsible online behavior and reflection on the impact of their actions.

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EASIER VERSION

CARD 1 – The Hurtful Group Message

Situation: In a class group chat, someone writes a mean comment about a classmate's appearance.

Characters: Victim, aggressor, two bystanders.

Key emotions: Embarrassment, anger, insecurity, confusion.

Scene challenge: Show how each character reacts and propose a respectful way to stop the attack.

CARD 2 – Exclusion from a Chat

Situation: A group creates a separate chat to talk badly about a classmate and exclude them from activities.

Characters: Excluded student, chat creator, two chat members.

Key emotions: Sadness, loneliness, complicity, moral doubt.

Scene challenge: Show how exclusion feels and how a bystander can intervene.

CARD 3 – The Mean Emoji Reaction

Situation: In a class chat, several classmates react with mocking emojis to a message from another student.

Characters: Affected student, author of the emoji, classmate observing.

Key emotions: Sadness, embarrassment, confusion.

Scene challenge: Show how a small gesture can hurt and how a classmate can offer support.

CARD 4 – Ignoring Messages

Situation: A student writes in the group chat asking for help with homework, but everyone deliberately ignores him.

Characters: The ignored student, two classmates in the chat.

Key emotions: Loneliness, frustration, insecurity.

Scene challenge: Show what it feels like to be ignored and how someone might include him.

CARD 5 – The Rumor

Situation: Someone shares a fabricated rumor about a colleague in a chat.

Characters: Victim, rumor-maker, colleague who doubts it.

Key emotions: Fear, doubt, regret.

Scene challenge: Show how to stop a rumor before it spreads.

CARD 6 – The Hurtful Sticker

Situation: A student receives an offensive sticker every time they participate in a chat.

Characters: Victim, aggressor, bystander.

Key emotions: Shame, insecurity, discomfort.

Scene challenge: Demonstrate how to ask the aggressor to stop and how a bystander can offer support.

CARD 7 – The Silent Laugh

Situation: Two students laugh at a classmate privately and then send an ambiguous message to the group to make him feel bad.

Characters: Victim, two aggressors.

Key emotions: Confusion, sadness, insecurity.

Scene challenge: Demonstrate how to clarify the situation and ask for respect.

CARD 8 – The Deleted Message

Situation: A student writes something hurtful and quickly deletes it, but the victim has seen it.

Characters: Victim, author of the message, classmate who witnesses it.

Key emotions: Pain, guilt, doubt.

Scene challenge: Show how to talk about the hurt even after the message has disappeared.

CARD 9 – The Excluding Game Invite

Situation: Everyone receives an invitation to an online game except for one student, intentionally.

Characters: Excluded student, creator of the invitation, classmate who notices.

Key emotions: Sadness, rejection, empathy.

Scene challenge: Show how to include everyone and talk about exclusion.

CARD 10 – The Wrong Reaction

Situation: A student posts something they're proud of, but receives an intentional "dislike" meant to upset them.

Characters: Victim, aggressor, neutral classmate.

Key emotions: Disappointment, insecurity, doubt.

Scene challenge: Demonstrate how to handle negative reactions and ask for support.

MEDIUM VERSION

CARD 11 – The Humiliating Photo

Situation: A student's embarrassing photo is shared online without their permission.

Characters: Victim, person who took the photo, person who shared it, observer.

Key emotions: Humiliation, guilt, peer pressure.

Scene challenge: Show how the photo spreads and how the damage can be repaired.

CARD 12 – The Fake Account

Situation: Someone creates a fake profile to mock a classmate and post memes about them.

Characters: Victim, creator of the fake account, friend who discovers it, teacher.

Key emotions: Fear, anger, surprise, responsibility.

Scene challenge: Show how the account is discovered and how it can be reported.

CARD 13 – Pressure to Send Photos

Situation: A student receives repeated messages asking for private photos, with threats like “I’ll tell everyone if you don’t.”

Characters: Victim, aggressor, trusted friend, adult figure.

Key emotions: Anxiety, fear, manipulation, support.

Scene challenge: Show how to ask for help and break the pressure.

CARD 14 – Anonymous Comments

Situation: On an anonymous platform, several students post offensive messages about a classmate.

Characters: Victim, two anonymous posters, classmate who decides to act.

Key emotions: Injustice, helplessness, remorse, courage.

Scene challenge: Show how the comments affect the victim and how harmful anonymity can be stopped.

CARD 15 – The Edited Screenshot

Situation: A student edits a screenshot to make it appear as if a classmate said something offensive.

Characters: Victim, image editor, friend who discovers the manipulation, adult.

Key emotions: Injustice, fear, guilt, responsibility.

Scene challenge: Show how to uncover manipulation and repair the reputation.

CARD 16 – The Public Poll

Situation: Someone creates an online poll asking, “Who is the most annoying person in the class?”

Characters: Victim, poll creator, voters, classmate who opposes it.

Key emotions: Humiliation, peer pressure, courage.

Scene challenge: Show how to stop group bullying.

CARD 17 – The Password Joke

Situation: A student guesses another student's password and logs into their account to write funny messages.

Characters: Victim, aggressor, suspicious friend.

Key emotions: Betrayal, anger, regret.

Scene challenge: Show how to recover the account and take responsibility.

CARD 18 – The Viral Challenge

Situation: An online challenge encourages students to record classmates without permission and upload the videos.

Characters: Recorded victim, student recording, group encouraging the act, critical classmate.

Key emotions: Pressure, shame, moral dilemma.

Scene challenge: Demonstrate how to resist peer pressure and protect privacy.

CARD 19 – The “It Was Just a Joke” Excuse

Situation: A student posts a cruel meme about a classmate and then says it was “just a joke.”

Characters: Victim, meme creator, two classmates with differing opinions.

Key emotions: Pain, confusion, minimization, empathy.

Scene challenge: Demonstrate how to explain that a joke can hurt and seek reparation.

CARD 20 – The Group Pressure

Situation: Un grupo insiste en que un estudiante bloquee a otro “porque nadie lo soporta”.

Characters: Estudiante presionado, grupo, estudiante bloqueado.

Key emotions: Duda, presión social, tristeza, valentía.

Scene challenge: Mostrar cómo resistir la presión y defender la inclusión.

ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS

The Unkind Emoji

Situation: A student receives a sad or angry emoji from a classmate in a group chat, and it makes them feel bad.

Characters: Student who receives the emoji, student who sent it, helper friend.

Key emotions: Sadness, confusion, kindness.

Scene challenge: Show how the student feels, how a friend can help, and how to ask the sender what they meant using calm words.

The Shared Drawing

Situation: A student's drawing is shared with the class without asking them first.

Characters: Artist student, student who shared the drawing, teacher.

Key emotions: Embarrassment, surprise, understanding.

Scene challenge: Show how to say "Please ask me first," how the sharer can apologize, and how the teacher helps fix the situation.

Left Out of the Game

Situation: A group starts an online game and forgets to invite one student.

Characters: Left-out student, group leader, supportive classmate.

Key emotions: Loneliness, disappointment, empathy.

Scene challenge: Show how the student expresses their feelings, how a classmate notices, and how the group leader includes them again.

The Scary Message

Situation: A student receives a message that says something like “You can’t play with us anymore.”

Characters: Student who receives the message, message sender, trusted adult.

Key emotions: Fear, worry, relief.

Scene challenge: Show how the student asks an adult for help, how the adult guides the conversation, and how the sender learns to use kind words.

The Lost Message

Situation: A student sends a message asking to join an activity, but no one answers because they didn't see it.

Characters: Student who sent the message, group leader, supportive classmate.

Key emotions: Sadness, misunderstanding, relief.

Scene challenge: Show how the student expresses their feelings, how the leader explains the mistake, and how they make sure everyone is included next time.

The Wrong Sticker

Situation: A student sends a funny sticker, but another student thinks it was meant to make fun of them.

Characters: Student who feels hurt, student who sent the sticker, teacher.

Key emotions: Hurt, confusion, calm understanding.

Scene challenge: Show how the student explains how they felt, how the sender clarifies the intention, and how the teacher helps them communicate kindly.

The Forgotten Reply

Situation: A student asks a classmate for help with homework online, but the classmate forgets to reply.

Characters: Student waiting for help, classmate who forgot, adult helper.

Key emotions: Frustration, forgetfulness, comfort.

Scene challenge: Show how the student expresses their feelings, how the classmate apologizes, and how the adult helps them find a solution together.

The Loud Video

Situation: A student plays a loud video during an online group activity, and another student gets scared or overwhelmed.

Characters: Student who gets overwhelmed, student who played the video, calming friend.

Key emotions: Startle, discomfort, calmness.

Scene challenge: Show how the overwhelmed student asks for quieter sounds, how the other student understands, and how a friend helps everyone stay calm.

The Confusing Voice Note

Situation: A student receives a short voice note that sounds angry, but they are not sure if it was meant for them.

Characters: Student who receives the voice note, student who sent it, helper friend.

Key emotions: Confusion, worry, reassurance.

Scene challenge: Show how the student can ask calmly, “Was this for me?”, how the sender explains, and how a friend helps them understand the situation.

The Mistaken Reaction

Situation: A student posts a happy message in the class chat, but another student reacts with a confused or surprised emoji, and the first student thinks they did something wrong.

Characters: Student who feels confused, student who reacted, calming adult or friend.

Key emotions: Confusion, worry, reassurance.

Scene challenge: Show how the student asks, “Did I do something wrong?”, how the other student explains the emoji, and how an adult or friend helps them understand that reactions can be mistakes or misunderstandings.