WP3 - POWERPACK TOOLKIT ACTIVITIES

Social well-being: Stop - Think - Act

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1. General Information

Well-being dimension: social-emotional well-being, empathy, responsible decision-making
Target age group: 6–12 years
Activity format: group discussion, scenario-based learning, interactive reflection
Duration: 30–45 minutes
Group size: whole class or small groups for discussion
Transversal approach: fosters critical thinking, empathy, decision-making and responsible social behaviour, connecting social-emotional learning with real-life problem-solving across multiple subjects and contexts.

2. Learning Objectives

- Recognize situations when someone needs help or support.
- Identify safe and appropriate actions as a bystander.
- Apply the Stop-Think-Act framework to real-life situations.
- Develop empathy and perspective-taking skills.
- Improve communication, critical thinking and social problem-solving abilities.

3. Materials Needed

- scenario cards (involving teasing, exclusion or conflict)
- whiteboard or chart paper
- markers
- timer (for fast-thinking rounds)
- notebooks or worksheets (for jotting ideas)

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4. Activity Steps

Step 1: Introduction (5–10 min)

Explain the concept of a bystander: someone who notices a situation involving peers but is not directly involved.

Introduce the Stop → Think → Act framework:

- Stop: Pause & assess the situation to avoid making it worse.
- Think: Consider options for helping safely.
- Act: Take appropriate, safe action to support others.

Step 2: Scenario practice (15–25 min)

Present a scenario verbally or with cards. Examples:

- A new student is sitting alone at lunch.
- Someone accidentally drops their books and others laugh.
- A classmate is being excluded from a game.

Ask students to use Stop → Think → Act:

- Stop: What is happening? Who is involved?
- Think: What are safe ways to help? What could make things better without escalating the situation?
- Act: What would you actually do in this situation?

Rules:

- Only suggest safe, non-violent actions.
- Respect all group members' ideas; there are multiple correct ways to act.
- Focus on helping, inclusion and kindness.

Step 3: Reflection (5–10 min)

Bring the class together and ask groups to share:

- A scenario they found challenging.
- Actions they would take using the framework.
- Why they chose those actions and how it might affect everyone involved.

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5. Teacher Notes & Tips

- Make sure scenarios represent diverse experiences (gender, culture, abilities).
- Encourage all students to contribute; offer alternative ways to participate (drawing, acting or verbal sharing).
- Can be done as a whole-class discussion, small-group rotations or even a partner activity.
- Can be adapted for indoor or outdoor spaces.

Cross-curricular use:

- Language Arts: Students can write reflections or role-play scripts.
- Social Studies: Connect to discussions about empathy, community, and social responsibility.
- Art: Illustrate scenarios or “comic strips” showing Stop-Think-Act choices.

6. Reflection prompt for students

- Think about a time you noticed someone who needed help. How could you use Stop-Think-Act to make a difference?
- Which part of Stop-Think-Act do you find easiest? Which part is hardest?
- How does it feel to imagine yourself helping someone safely?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use simple scenarios (e.g. Someone drops their pencil).
- Provide visual prompts or cards for STOP-THINK-ACT steps.
- Allow guided discussion with teacher support before practising independently.
- Keep short, structured rounds to maintain attention and engagement.

Medium Version (Medium Primary / more independence):

- Introduce more complex social scenarios (e.g. exclusion, teasing, disagreements).
- Allow students to brainstorm multiple safe actions in small groups.
- Encourage discussion to reflect on options before acting.
- Add timed or fast-thinking rounds to increase challenge and engagement.

Adaptations for Students with Special Needs:

- Provide visual or symbol-based support for each step.
- Allow role-play or drawing to express choices instead of verbal responses.
- Break scenarios into smaller, manageable steps and give extra processing time.

8. References (methodological approach)

The activity is grounded in social-emotional learning, experiential learning and cooperative problem-solving approaches, promoting empathy, critical thinking and responsible decision-making in real-life contexts.

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SCENARIO CARD

A classmate drops their crayons and others laugh.

SCENARIO CARD

Someone is sitting alone at lunch and looks sad.

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SCENARIO CARD

A friend wants to play a game but nobody notices them.

SCENARIO CARD

Two students are arguing over a toy.

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SCENARIO CARD

A student is being teased for wearing different clothes or shoes.

SCENARIO CARD

Someone is spreading a rumor about another student.

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SCENARIO CARD

A friend is upset because they are blamed for something they didn't do.

SCENARIO CARD

Someone is upset about not being picked for a team.

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SCENARIO CARD

Someone is trying to cheat during a game or test.

SCENARIO CARD

A student spills their snack and no one helps them clean up.

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SCENARIO CARD

Someone is copying another student's homework.

SCENARIO CARD

A peer posts an unkind comment about someone online.

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SCENARIO CARD

A student is being teased because of their accent or language.

SCENARIO CARD

You overhear a classmate spreading a secret meant to be private.

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SCENARIO CARD

A student is feeling left out because of their appearance or clothes.

SCENARIO CARD

A group is teasing someone for making a mistake in class.

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SCENARIO CARD

Two friends are having a disagreement over a team project.

SCENARIO CARD

You notice a student sitting quietly but looking upset and withdrawn.

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SCENARIO CARD

Someone refuses to include a peer in a group activity.

SCENARIO CARD

A classmate accidentally knocks over someone else's art work and ruins it.

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