WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: Finding Fair Solutions

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1. General Information

Well-being dimension: Emotional Well-being
Target age group: 11-13 years old (upper primary/lower secondary)
Activity format: Guided discussion and structured role-play
Duration: 45-60 minutes
Group size: Whole class split into smaller groups
Transversal approach: Communication Skills, Social & Emotional Learning

2. Learning Objectives

- Students will understand that conflict is normal and is part of all human relationships.
- Students will identify simple and structured processes of resolving conflicts peacefully.
- Students will practice expressing their feelings and listening to others in a respectful manner, during conflict.

3. Materials Needed

- Scenario cards w with common conflicts.
- A board for each group
- Markers
- Optional (to take it a step further) - conflict resolution cards.

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4. Activity Steps

Step 1: Introduction - What is Conflict?
Teacher leads a discussion about conflict and introduces it as a disagreement that can happen when people have different opinions, needs, feelings, etc. Students will be encouraged to share some examples.

Step 2: Feelings during Conflict
Students discuss emotions which are usually related to conflict such as anger, sadness, annoyance, etc. The teacher explains that these feelings are normal in such situations.

Step 3: Fair Solutions Moving Forward
The teacher presents a simple conflict-resolution process such as: Stop > Share > Listen > Think > Come up with solution. Each step is discussed and explained with examples for better understanding.

Step 4: Practicing
Students are split into small groups and apply the steps previously discussed to a conflict scenario. Then they will be asked to role-play their scenarios and talk the rest of the group through their reached solution.

Step 5: Reflection
The class regroups and shares what helped them come up with a conflict solution and share some challenges that they might have faced.

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5. Teacher Notes & Tips

- Give emphasis on calm and respectful communication.
- Encourage the use of “I” statements.
- Remind students that perfect solutions do not exist and that compromising some times is important.

6. Reflection prompt for students

- How do you feel when you are part of a conflict?
- Which steps do you think helped the most while resolving a conflict?
- How can listening help solve issues between people?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Focusing on identifying feelings and on one step for resolution (e.g. taking turns when talking; listening to the other person before responding, etc.).
- Use visual support where needed.

Medium Version (Medium Primary / more independence):

- Ask students to come up with their own conflict scenarios.
- Encourage deeper reflection on the conflict-resolution process and the steps one should take to resolve conflict.

Adaptations for Students with Special Needs:

- Allow written responses instead of role-playing.
- Offer emotional support and breaks when appropriate.

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8. References (methodological approach)

This activity focuses on conflict resolution in a respectful and non-violent manner, indicating that conflict is part of every day life and it is something unavoidable. Through this activity, a peer mediation model can also be encouraged and developed to be used in schools for the better tackling of conflicts within the school environment.

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