WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: My Safety Bubble: Knowing My Limits

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1. General Information

Well-being dimension: Emotional Well-being
Target age group: 9-11 years old (middle primary)
Activity format: Guided discussion, scenario exploration, and individual reflection.
Duration: 40-45minutes
Group size: Whole class split into pairs/smaller groups
Transversal approach: Personal Development, Social & Emotional Learning

2. Learning Objectives

- Students will understand what personal and emotional boundaries are.
- Students will recognize situations where boundaries needed to be respected and where they are crossed.
- Students will practice expressing their needs and setting their boundaries in a respectful and assertive way.

3. Materials Needed

- Scenario cards
- A board for each pair/group
- Markers
- Sentence starters (I need..., I feel..., etc.)

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4. Activity Steps

Step 1: Introduction - What are Boundaries?
Teacher introduces the concept of boundaries as personal limits/space that helps individuals feel comfortable and safe, with the use of simple examples (personal space, feelings, etc.).
Step 2: Spotting the Boundaries
Students listen to the scenario cards and decide whether a boundary was respected or was crossed.
Step 3: How Does it Feel
The class discusses how it feels when someone respects your boundaries or ignores them. The teacher emphasizes on recognizing emotions such as comfort, discomfort, confusion, etc.
Step 4: Practicing Boundaries
Students are split into pairs/groups and practice saying respectful boundaries using statements such as 'Please stop', 'I don't like that', 'I would like my space', etc., using the sentence starter cards.
Step 5: Positive Classroom Boundaries
The class regroups and each student (voluntarily) names one boundary they think is important to be kept in a school setting.

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5. Teacher Notes & Tips

- Using every day examples and avoid touching sensitive topics.
- Establish that everyone has the right to set their own boundaries and others are obliged to respect them.
- Encourage respectful communication instead of confrontation.

6. Reflection prompt for students

- Why are boundaries important?
- How can you tell if someone is feeling uncomfortable?
- What can you say when you feel like someone is crossing your boundaries?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Focus mostly on physical boundaries such as personal space and belongings.
- Use more visuals and pictures to explain the idea of boundaries.

Medium Version (Medium Primary / more independence):

- Ask students to give their own examples of boundaries.
- Give an introduction to online boundaries in simple terms.

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Adaptations for Students with Special Needs:

- Use clear visuals and keep the activity simple.
- Provide cue cards and scripted responses where appropriate.
- give the students the option to opt out of role-playing.

8. References (methodological approach)

This activity focuses on creating personal boundaries and understanding that they should be respected and not crossed, cultivating the skills of assertiveness and self-advocacy as an approach to speak up when needed. Additionally, personal safety and well-being education are being introduced and emphasized.

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