WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: Our Feel-Good Classroom

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1. General Information

Well-being dimension: Emotional Well-being
Target age group: 7-9 years old (lower primary)
Activity format: Whole-class discussion and collaborative creation
Duration: 40-45 minutes
Group size: 10-20 students
Transversal approach: Language, Citizenship Education, Social & Emotional Learning

2. Learning Objectives

- Students will identify what makes them feel safe, calm and respected in a classroom environment.
- Students will understand how behaviors in the classroom can influence the emotional wellbeing of others.
- Students will contribute in order to create a positive emotional classroom.

3. Materials Needed

- A3/A2 paper
- Coloring pens/markers
- Sticky notes

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4. Activity Steps

Step 1: Introduction

The teacher gathers the students in a circle and asks them to think about their feelings when they are happy and comfortable in the classroom. Students will be encouraged to name some emotions (happy, safe, calm).

Step 2: What Helps us Feel Good?

Students will be asked to think about behaviors which help them feel good in the classroom (e.g. kind words from someone). Anything that the students come up with, they will write on the sticky note and add it to the A3/A2 paper.

Step 3: What Makes it Hard to Feel Good?

Students will be asked to identify ways which makes them feel uncomfortable in the classroom (e.g. calling each other names). With the help of the teacher, the negative behaviors will be altered into positive ones.

Step 4: Feel-Good Agreements

Students will choose 5-6 positive agreements to add to the A3/A2 paper and have them in the classroom. E.g. “We listen when someone else is speaking; We help someone when they are upset”.

Step 5: Reflection

Students make the piece of paper more colorful and add the A3/A2 paper in the classroom for everyone to see.

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5. Teacher Notes & Tips

- Focus on the positive behaviors instead of punishing negative behaviors.
- Ensure that all students have the opportunity to express how they feel.
- Revisit the poster regularly to enforce its meaning and make students aware.
- Ensure that the communication remains respectful and calm throughout.

6. Reflection prompt for students

- How do you feel when everyone in the classroom reinforces the positive behaviors?
- What can you do to make sure that everyone feels happy and safe in the classroom?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use pictures/ symbols instead of words.
- Offer choices to the students instead of addressing them with an open question.

Medium Version (Medium Primary / more independence):

- Ask the students to expand on their answer and why they think that each agreement is important.
- Split students into groups to cultivate teamwork, before opening the floor for open discussion.

Adaptations for Students with Special Needs:

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Adaptations for Students with Special Needs:

- Use mostly visuals to explain the activity.
- Encourage other ways of participation (e.g. drawing/pointing/etc.).
- Provide additional time if necessary.

8. References (methodological approach)

This activity focuses on a cooperative and child-centered learning methodology, allowing for the initiatives and answers to come straight from the needs of the children themselves, therefore allowing for a more accurate outcome of social and emotional learning.

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