WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: Standing Up, Not Standing By

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1. General Information

Well-being dimension: Emotional Well-being
Target age group: 10-12 years old (upper primary)
Activity format: Scenario-based discussion and guided role-play
Duration: 45-60 minutes
Group size: Whole class split into smaller groups
Transversal approach: Ethics/Values, Social & Emotional Learning

2. Learning Objectives

- Students will understand what bulling is and recognize the different forms.
- Students will identify the emotions which are an effect of bullying.
- Students will learn safe and supportive ways to respond to bullying and ways of seeking help.

3. Materials Needed

- Scenario cards
- A board for each group
- Markers
- Optional (to take it a step further) - role cards e.g. bystander, victim, etc.

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4. Activity Steps

Step 1: Introduction - What is Bullying?
Teacher leads a discussion about bullying and defines the term as well as explaining that it is a repetitive phenomenon which causes intentional harm and a power imbalance. Also, gives examples.

Step 2: Exploring Scenarios
Students will work in small groups to read their scenario (e.g. negative online messages, exclusion, etc.). Each group will discuss what is happening in their scenario and how the people involved feel, by acting the scenario out.

Step 3: Roles and Feelings
Students in their groups must identify the different roles in the scenario, who is the bully, the victim, etc. Students are encouraged to discuss and understand the emotions of each individual.

Step 4: Standing Up to Bullying
The teacher introduces the role of an 'upstander' - a person who helps, in a safe way, the victim. In their groups, students should discuss ways in which they can safely help and support a victim.

Step 5: Who Can help?
The class regroups and students come together to identify trusted adults and peers they can trust if bullying occurs. The list is written down and displayed in class for easy access.

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5. Teacher Notes & Tips

- Make sure to use made-up scenarios and not use personal disclosures.
- Emphasize the importance of safety and support.
- Explain that bullying is not the victims fault.
- Ensure that school procedures are also known to students in case they are needed in the future.

6. Reflection prompt for students

- How might someone who is being bullied, feel?
- What can you do if you see someone getting bullied?
- Who can you turn to for help?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use visual and simple scenarios with pictures.
- Focus on the feelings participants might feel and not so much the different roles.

Medium Version (Medium Primary / more independence):

- Ask the students to think of alternative ways a scenario could have ended, if something within the scenario were to change.
- Introduce online and face-to-face bullying and discuss these situations.

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Adaptations for Students with Special Needs:

- Provide a clear structure of the activity.
- Allow verbal and non-verbal responses instead of role-playing.
- If someone feel distressed, offer them the option of opting out of the discussion.

8. References (methodological approach)

This activity focuses on anti-bullying approaches, ensuring that students are aware of the school's procedures, steps, and consequences of such acts, while also focusing on intervention models, in order to create a safe, welcoming and happy environment in school.

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