WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: We Are Not Alone

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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 collaborative mapping activity.
Duration: 40-50 minutes
Group size: Whole class with individual reflection
Transversal approach: Personal Development, Social & Emotional Learning

2. Learning Objectives

- Students will understand the importance for asking for and providing/offering support.
- Students will identify trusted individuals and support networks they can reach out to in their lives.
- Students will understand/recognize that asking for help is a healthy and responsible action.

3. Materials Needed

- Paper/worksheets
- Markers or coloring pens
- Board
- Optional: a support map as an example

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4. Activity Steps

Step 1: Introduction - What is Support?

Teacher will introduce the subject of 'support' and what it means, by using everyday examples such as talking to someone when we see that they are sad, or asking for help when we are facing a problem.

Step 2: Who Can Help?

Students will be given some time to brainstorm different types of support individuals (e.g. family, friends, teachers, staff, etc.). The teacher will explain that support does not come form one source, but many sources can provide support.

Step 3: Creating My Support Map

Students will create a 'support map' where they will indicate people they can turn to in different environments (schools, home, online) - this is where the example map may come in handy.

Step 4: When to Ask for Help

As a class, you discuss situations where it is important we ask for help (e.g. we feel unsafe, we are treated unfairly, we feel overwhelmed).

Step 5: Reflection

Students are reminded that everybody needs help sometimes and that we might not have the solution to all our problems. Asking for help is a sign of strength and not weakness.

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5. Teacher Notes & Tips

- Keep the activity general and don't use personal experiences or something someone disclosed to you.
- Explain and reinforce confidentiality and trust.
- Provide support if you see it is needed.
- Link the activity to already established support systems.

6. Reflection prompt for students

- Who are the people you trust most when you need help?
- How does it feel knowing that you are not alone and that there is someone out there who can help you?
- What do you think are some thoughts which may prevent someone from asking for help? How can we overcome those thoughts?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Focus on identifying 1-2 adults they can trust.
- Use pictures and symbols.

Medium Version (Medium Primary / more independence):

- Ask students to share and explain different types of support systems.
- Explain peer support and give examples.

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Adaptations for Students with Special Needs:

- Allow the students to complete their support map on their own if they feel more comfortable doing so.
- Offer one-to-one assistance if necessary.
- Use clear and simple language.

8. References (methodological approach)

This activity focuses on encouraging students to ask for help and offer it too, through peer support and help-seeking models, as well as through the frameworks for social and emotional learning.

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