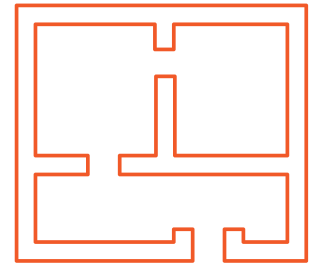


FEELINGS INSPECTORS RESOURCE

Relationships

Relationship Rooms

About this activity



This activity is about children reflecting on an important relationship or event from home. The event could be something special like a birthday celebration, but it can be simple like the moment at the end of the day when an adult reads to them. Discover what the children come up with as you explain and talk.

This activity came about because one of our Feelings Inspectors suggested: "We could recreate a room in our house and then tell a story about something that happened there." The children agreed that making a model or image of something personal like this would help us to think about our own relationships. As the children created their pictures or models, as described below, they were able to reflect on the types of relationship that they have with people at home.

What do we need?

You can use whatever art and craft materials you have available, but the basics might include:

Paper, card, pens, pencils, scissors, glue, paper straws, plasticine/playdough. If resources are limited, it can also be completed just as a drawing activity.

Check-in

At Children's Parliament, we start every session with a check-in. Children love these short activities, and they are a vital piece of our rights-based practice. Choose a check-in using our [Feelings Inspectors Check-in Kit](#).

Relationship Rooms

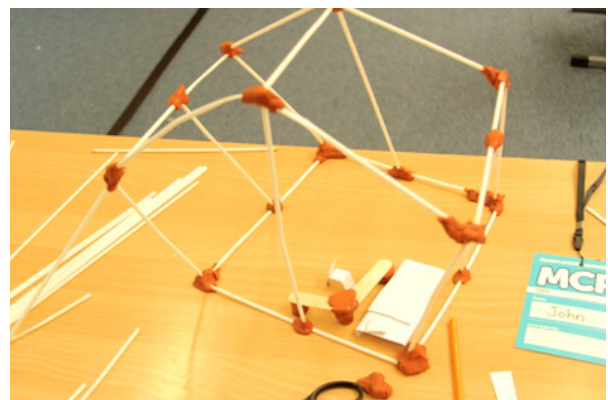
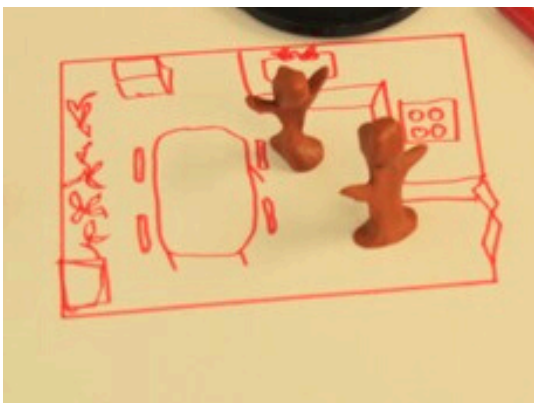
Instructions

Creating the rooms

Ask the children to think about their homes, and to picture each room in their head and try to remember some of the things that have happened there – these could be big events, or just little everyday memories they have. Think about times they have spent with other people in their home:

**Why do these memories stand out?
What did those moments mean for the relationship you have with
that person?**

Explain that today the children are going to recreate a room from their home. This should be a room where they have a fond and strong memory of being with someone or doing something they like with someone. Explain it can be a recent thing, or a memory. What they build can be 2D or 3D and can involve any of the craft materials available. Give the children as much time as they need to finish building – at least 45 minutes.



Relationship Rooms

Reflection time

Once they've made their room, ask the children to think about a particular memory they have that happened in the room they have made:

Who was there?
What happened?
Why do you remember this moment?
Is there a strong emotion attached to this memory?
What effect did the relationship you have with the people who were there have on what happened and how you felt?

Children can write notes, prose, illustrations or a script for themselves if they find this helpful.

Depending on how many children are involved you could work as one group or in small groups with an adult in each, 'visiting' each child's 'room' and ask them to show their group around their room and tell the story of the memory. If the group is big and adults few in number, this is the kind of reporting back or 'visiting' that could be done in circle time at different points in the week.

If the children are happy to proceed with creating the room, allow them to build straight away. If they're not sure how to start, or need support along the way, demonstrate how they might, for example, join paper straws to create the walls of a room, or make furniture out of card or plasticine.

Top tip

A mindful moment

At Children's Parliament, we end every session with a mindful moment to reflect on the session and wind-down. Choose a mindful moment using our [Feelings Inspectors Mindful Moment Kit](#).