

Time to Reflect

Activity: Leap Frog



Transitions between classes or from one school to another can be a time of excitement but can also bring up anxieties, issues and questions for children. This activity can be used to support children to explore and share mixed emotions they may be experiencing and describe what support they need from adults at school.

Links to Curriculum for Excellence Experiences and Outcomes

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. *HWB 2-11a / HWB 3-11a*
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. *HWB 2-12a / HWB 3-12a*
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. *HWB 2-13a / HWB 3-13a*

Learning Intentions

- Learners describe their individual skills, qualities and experiences of transition.
- Learners access the support they need to help them with the transition.

Duration

1 hour 30 minutes

What You Need

- A4 green card (two sheets per child)
- Sticky tape
- Scissors
- A2 green paper (one per group of 4-5 children)
- A2 blue paper (two per group)
- A3 white paper (two per group)
- Colouring pens
- Collage materials
- Template C (for visual reference)

Activity

This activity can take place inside or outside if weather permits. Begin by sharing the following introduction: "Today we are going to turn into frogs and make a journey across the pond. We are going to think about the journey you are about to make from A – B [replace A and B with the transition i.e. from primary to secondary, from lockdown to recovery, from one class to another]."

Explain to the children that they are going to create their very own frog headband and pond habitat. First of all, give each child the two sheets of green card and sticky tape. Ask the children to tape two of the sheets together (short edges) and help another to cut out a headband with frog eyes (see image). Invite the children to decorate their headband to look like a frog, using colouring pens or collage materials. Ask the children to answer these questions on their headband:

- What are you taking with you from A to B (i.e. skills, qualities, knowledge, relationships etc.)?
- What are you looking forward to at B?

Ask the children to help one another to fix their headband using sticky tape.

Divide the children into small groups of 4 – 5. Hand out the green, blue and white paper and ask each group to create a giant lily pad from the green paper, two 'big splashes' from the blue paper and two lily flowers from the white paper. Template C can be used for visual reference.

Ask the children to place the lily pads, big splashes and lily flowers on the floor (see image). Beginning with the lily pad, ask the children to write or draw their responses to the questions:

- How can B make children feel welcome and like they belong?
- What support do children need when moving from A to B?



Next, ask the children to record their answers to these questions on the big splashes:

- What might get in the way of a child feeling welcome and included at B?
- What worries might a child have about moving to B?

Once completed, on each of the lily flowers, ask the children to record one important thing that A and B can do to help children during this time.

Finally, invite the children to share and discuss their ideas with the wider group. Encourage the children to reflect on common ideas or themes that emerge, and to agree on key messages to share with adults in B, to support the children's transition.

