

## Time to Reflect

# Activity: Surviving Thriving Child



We often hear children describe being called out for 'bad behaviour' at school. They feel adults are quick to judge or jump to conclusions without trying to understand what's going on for the child. When children are having a tough day, acting out or 'getting in trouble', children describe needing extra understanding and support. We use this activity to explore the connection between emotions and behaviours.

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### Links to Curriculum for Excellence Experiences and Outcomes

- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. *HWB 2-02a / HWB 3-02a*
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. *HWB 2-04a / HWB 3-04a*
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. *HWB 2-08a / HWB 3-08a*
- I value the opportunities I am given to make friends and be part of a group in a range of situations. *HWB 2-14a / HWB 3-14a*

### Learning Intentions

- Learners understand that behaviour is a form of communication and children have the right to be protected from harm - including humiliating forms of discipline.
- Learners discuss what support a child needs if they are not coping.

### Duration

1 hour

### What You Need

- 2 x lengths of display paper, large enough to draw around a child's body
- Masking tape
- Colouring pens (if inside)
- Chalk-based pens (if outside)
- Template B (printed onto 2 sheets of A3 card and lifebuoy rings cut out)

## Activity

Begin by bringing the children into a circle on the floor. Introduce the ideas of a 'thriving' and 'surviving' child to the children:

- A thriving child is someone who can face challenges, make positive relationships and do their best at school.
- A surviving child is someone who is struggling. They are going to school but there might be things in their life that get in the way of them coping.

Split the children into two groups. If inside, fix the two display paper lengths onto the floor with masking tape ask each group to draw around a member of their group (see image). If outside, the children can use the masking tape to create two outlines. Explain that one group will be thinking about a 'surviving child' and the other group will be thinking about a 'thriving child'.



Introduce the following prompt questions one by one, asking the children to record their ideas inside or around the child figure outline:

- Draw a love heart in the body. Inside the body near the heart, write or draw: what feelings would this child have?
- Draw a thought bubble near the head. Inside, write or draw: what thoughts would this child have?
- Draw a speech bubble near the mouth. Inside, write or draw: what would this child say to others?
- Inside the rest of the body, write or draw: what behaviours would this child have? How would they act in/out of school, at home or in the community?

Once completed, ask the groups to discuss:

- What is the child communicating?
- How do behaviours show how we might be feeling?

Ask the groups to swap over and add anything they think is missing. During this time, hand out the printed Template B lifebuoy rings to each group. Ask the children to decorate the lifebuoy rings with their ideas on what could be done to make things better for a surviving child at school. Pin the lifebuoy rings to the Surviving Child.

To finish this activity, bring all the children to sit around the two figures on the floor. Ask the children to reflect on what they have discussed throughout this activity. Acknowledge their ideas for supporting children who might be struggling in school.

