



Everyone needs smiles in
their life



POSITIVE RELATIONSHIPS RESOURCE SERIES

Building Positive Relationships

About this resource

This resource is part of a series of resources that are designed to help support positive relationships within your school.

In this resource we will be looking at activities you can do with children to discover what they think is important in a positive relationship.

This resource can be used to explore positive relationships between children and children or between children and adults. The findings can also be used as a foundation for a Positive Relationship Policy.

This resource is designed for pupils in P4-7; however it could be adapted to work with pupils further down the school. We have suggested that the activities can take place in one large group but you can also split them into several smaller groups depending on your capacity.

What's in this resource?



Guess the Relationship

A drama-based warm up activity to get children thinking about different relationships and how we relate to different people.

Relationship Tower

A practical activity where children build a physical tower out of building blocks labelled with concepts they think contribute to positive relationships.



Positivity Fish

An expressive arts activity where children decorate positivity fish to fill the moat around their tower. These fish represent what children and adults can do to protect positive relationships in school.

What do I need?

Guess the Relationship

Slips of paper with different people children might interact with (see instructions in resource).

A wee pot to keep these safe in.

Relationship Tower

Building blocks - Suggestions in resource

A large flat surface to build on with plenty room around the base

Positivity Fish

Fish outline included in resource

Blue paper/chalk for the moat

Colouring pencils/pens

Check-In

Start together in a circle, together on the floor. Go round the circle and ask everyone to say something they like doing with their friends or family outside of school. If they feel comfortable they can also say why they like doing it and who they like doing it with.

Remember to take your turn in the circle as well!

Guess the Relationship



This activity is designed to get children to think about different relationships in their lives and how they relate to other people.

This is a drama-based activity which encourages children to think about their voice, expression and body language.

Preparation

This activity requires you to prep some 'relationship cards.' On a piece of paper write down between 8-12 different people that children might interact with on a day-to-day basis.

Here are some people you might choose, for inspiration – feel free to use your own ideas as well:

- Teacher
- Pupil Support Assistant
- Canteen Staff
- Janitor
- Football Coach
- Parent
- Sibling
- Bus Driver
- Doctor
- Lollipop Person
- Friend
- New Person at school

Once you've picked your people, tear your paper into strips, fold them up and pop them in a hat or container for children to choose from.

Guess the Relationship

10 minute activity in one group

Standing in your circle ask for a volunteer to stand in the middle of the circle. This person is playing the role of a 'child at school'. Another volunteer picks out one of the slips of paper from a hat/container.

The person with the slip of paper now needs to say something to the 'child at school' as though they are that person. Get children to think about:

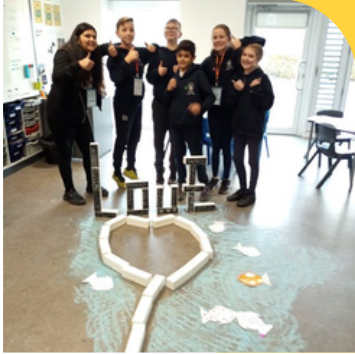
- What the person on the slip of paper might say – think about giving clues to the person in the middle
- How they might say it – what is the tone of voice, how loud are they speaking, what emotions are they feeling?
- What kind of relationship so they have with the 'child at school' – is it familiar? Is it loving? Is it impersonal?

The 'child at school' then needs to guess who the person on the slip of paper is and what relationship they have to that person. The game continues until everyone has had a go.

The aim of the activity is to get children thinking about different relationships in their lives and how they relate to other people. Pay attention to their body language and tone of voice as they play they game. Are there any surprises with how they portray any of the relationships? Did they find any of them tricky?

Relationship Tower

25–30 minute activity in one group



This activity is designed to get children to think about what makes for positive relationships in school. They will work together to create a tower from positive relationship building blocks.

This is a practical activity which will build cooperation skills and critical thinking.

Preparation

For this activity you will need to prep some building blocks for your group so they can construct their tower. In our workshop we used giant Jenga blocks painted with chalk-board paint. However, you can improvise with things around the school.

What you use as your building blocks isn't important. The important thing is that every child has their own 'block' and they are able to write and decorate on that block.

Here are some options to consider:

- Small cardboard boxes that can be drawn on in felt-tip pen
- Giant Jenga blocks with either
 - Strips of paper to write on
 - Labels to write on
 - Willingness for children to write directly onto the blocks!
 - NB: if you cannot find giant Jenga blocks you could use normal ones but your towers will not be as impressive!
- Duplo blocks prepared as above
- Toilet/kitchen roll tubes brought in from home

Relationship Tower

25-30 minute activity in one group

Sitting in your circle, hand everyone a building block for your relationship tower. Make sure they also have access to pens/chalk to decorate their block with.

Ask everyone to think about what things are needed to build positive relationships between adults and children in school. Children can offer their first thoughts to help everyone get in the zone. Then ask children to write or draw on their block either a word or a short sentence that they think we need in school to make sure we have positive relationships between people.

When you can see that everyone is ready to move on go round the circle and ask everyone to read out what they have written and, if they're comfortable say why they have written those words. Make sure you create your own block as well.



Now you have your blocks completed it is time to build your tower together. Explain to children that you're now going to use your blocks to create a tower encompassing everything that is needed to build positive relationships in school. This tower can be any shape or size, they just need to work together to build it.

Give yourselves plenty of time to build your tower together. It might fall over, it might take a bit of negotiation, listen in to see if some children have ideas about where to place specific blocks, whether everything feels equally important etc. Encourage teamwork and cooperation as you go.

Reflections

Once your tower is complete you can bring the children together to reflect on the finished piece of amazing architecture.

- What shape have you built and why?
- Where there any words or thoughts that were repeated throughout?
- What conversations did you have while you were building the tower?
- What do children want adults to know or learn from their tower?

Be sure to keep a note of the different words/phrases on the blocks as these can be used as the foundation for a relationship policy in school.

Positivity Fish

25–30 minute activity in one group



This activity builds on the relationship tower activity. It asks children to think about what could protect positive relationships in school.

This is an expressive arts activity which will encourage creativity as well as critical thinking.

Preparation

For this activity every child will need a fish outline. You can either print and cut out identical ones using the template at the end of this resource. Or you can have children draw their own fish outline then cut it out ready for decorating.

Make sure children have access to an array of coloured pens and pencils to make their fish extra special.

Activity

Your positivity fish will need somewhere to swim so your first action should be to create a moat around your newly built relationship tower! Explain to children that you need to build a moat. Ask them if they know what a moat is and why they are built. Explain that your moat is to protect your relationship tower.

Next you can build your moat together, there are a couple of ways of doing this, depending on your setting:

- Have children lay out pieces of blue paper around your tower
- Use blue chalk to draw your moat onto the floor (NB: make sure that you can wash it off before starting!)

Explain that just like moats protect castles, your moat is going to be filled with things that children and adults in school need to do to protect the positive relationships they have built. We are going to fill the moat with positivity fish!

Positivity Fish cont.

25–30 minute activity in one group

Make sure each child has an outline of a fish, whether you have provided this or they have drawn and cut out their own along with all the coloured pens and pencils you can find.

Explain to children that they now need to think about what both children and adults can do to protect all the positive relationships we want to see in our tower. They can choose one theme or think of several ideas if they want. Explain that you will be working on both sides of the fish:

- On one side they need to write what **children** can do to make sure we have positive relationships in school
- On the other side they need to write what **adults** can do to make sure we have positive relationships in school

You can provide examples such as 'listen to children' or 'treat each other with respect' if you feel children need a wee bit of inspiration. Allow at least 10–15 minutes for decorating the fish.

Once everyone has had chance to decorate their fish you can bring everyone together for a 'Fish Swimming Ceremony'. Bring everyone together round your moat. One by one have children share something important to them either from the tower or from their fish then place their fish in the moat.



Reflections

This can be a really powerful workshop to do with children as it gets them to think about what's important to them in terms of building positive relationships. It can bring up powerful emotions and concepts such as love and trust.

Think about how you can take the children's ideas further. Take notes of what children wrote on their bricks and their fish. How could these concepts be built into the running of the school? Could they underpin a relationships policy?

Think about what children told you was important today and what your role is in making that come to life for them.

Positivity Fish

