

“ If a teacher shouts, would make a kid be afraid of you and if they're afraid they might not ask you a question and they might not learn. ”

POSITIVE RELATIONSHIPS RESOURCE SERIES

Exploring Shouting

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 help you explore what children mean by shouting and how it makes them feel.

By understanding children's views on shouting and raised voices in school you should be able to develop different approaches to discipline and develop more positive relationships in your school.

This resource is designed for pupils in upper primary. It works best when there is plenty of room for children to move around and interact with each other and the space. It can be used in a class or with a smaller, targeted group of children.

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What's in this resource?

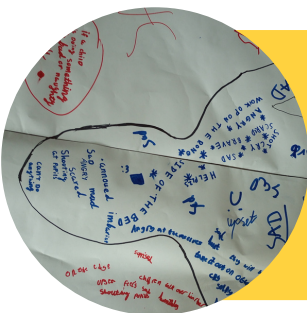
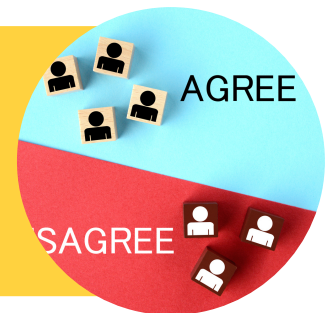


Define ...

A physical activity to warm children up. Children will form frozen scenes with their bodies depicting different object, animals and concepts.

Stand where you think

Children will be asked to think critically and respond to a series of statements relating to shouting.



Inside/Outside

A writing and drawing activity encouraging children to think empathetically about how shouting might affect those involved.

What do I need?

Define ...

This activity needs plenty of space.

Stand where you think

A list of statements from the resource to say to children.

Inside/Outside

A large piece of paper, or several pieces stuck together (about the size of a child), enough red and blue pens for all children.

Define ...

10-15 minute activity working in small groups

- 1 Split your children into groups of three or four. and have them find a nice bit of space for them to work in.
- 2 Explain that you are going to say a word and that their team will have around 10 seconds to create a frozen picture of that word. This time can be extended if they need longer.
- 3 Children will work together in their group to create one picture or scene. When you say freeze, they should all stop moving and stay 'glued' in place.
- 4 Once their frozen explain that you will go round each group in turn and ask one member of the group to describe or define what the picture is.
- 5 You can pick whichever words you like for this activity but you should finish with the word 'shouting'. When you get to this point, ask **every** child in the room to describe their picture and what it means.



Elephant



Summer



Water



Shouting

Reflections

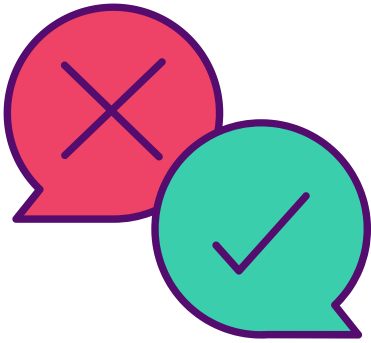
Pay attention when you ask the children to create their shouting pictures. Did they find this scene easier or harder to define than the others? What words did they use to describe shouting?

Have a look at their body positions and facial expressions. Do they look angry? Ask them why they chose to certain poses and how they might be feeling if they were the ones shouting or being shouted at.

Reflect on their response to this activity. Did their reaction surprise you? Did you think their scenes were accurate? Is there anything about their definitions or scenes that you would like to change?

Stand where you think

10 minute activity working in one group



This activity is designed to get children thinking critically about a series of statements relating to shouting in school.

All the statements come from self-assessments we carried out with pupils in P5-7. There is a copy of this resource on the resources page of the Hub.

Clear a large area in the space you are using, children need to be able to move freely around.

Explain that one side of the space means that you strongly agree with something and the other side means you strong disagree. Explain the idea of a scale with neutral falling in the middle.

Read out each of the shouty statements below in turn and ask children to run/walk/dance to the place in the room that represents how they feel on the scale.

For each statement ask a couple of children why they have placed themselves where they have and note down their answers.

Reflect on their responses, ask children what can adults do to change how they feel? What would they like to see changed?

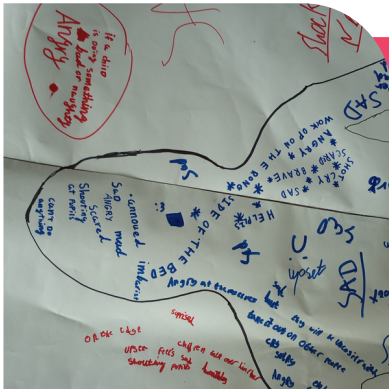
Later you can reflect on what children's responses mean for their experience in school and what your role could be in affecting change.

Shouty Statements

- If a teacher shouts I won't want to ask them a question
- When an adult shouts I feel worried
- Boys get shouted at more than girls
- Being shouted at can make a child react badly
- When there is shouting suddenly, I get scared
- When an adult shouts I always know why

Inside/outside

25-30 minute activity

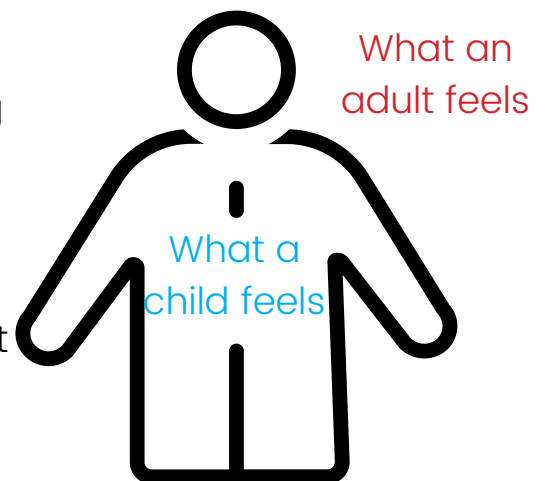


This is a drawing and writing activity which will encourage children to consider their own emotions and think empathetically about the emotions of others as they consider the impact of shouting.

Sit in a circle on the floor around a big bit of paper. Ask for a volunteer to lay in the middle of the paper and have a few other children draw round them creating an outline of a child. Explain that this outline represents a child being shouted at in school.

On the outside of the outline, in red pen, have the children write down all the reasons adults might shout at a child and how an adult might feel when they are shouting?

On the inside, in blue pen, have the children write down how children feel or act when adults shout.



Circle Work

Once the children have had chance to fill the paper with their thoughts, bring them back together as a group. Ask them to reflect on what they've written and share some examples with the group.

Ask them if they feel it's ok for children to experience these emotions in school? Ask them if they think it's ok for adults to feel like this in school?

What next?

Personal reflections

These exercises can be pretty intense and can bring up some unexpected emotions and responses. As the children work through the activities, pay attention to their body language and write down what they say.

Reflect on their body language when you ask them to define shouting. Do they look angry? Do the children they're 'shouting' at look scared? Reflect on this in relation to the inside/outside drawing. How are children telling you they feel when they are shouted at? What impact does shouting have on them in school?

Reflect on the session as a whole. Is shouting benefitting the children is it having a negative impact? Is this something you'd like to change? Do you have the power to do this in your school? If not, who does? Start having these conversations with your colleagues.

What next?

This resource was all about exploring the idea of shouting with children, finding out from them what it means and how it feels. This is the start of a body of work on improving relationships in school. It's important that you don't stop at the exploration phase but move forward with the children into solutions and bring your colleagues along with you.

We have produced a series of resources to promote positive relationships in school. Below is a list of the resources in this series:

- Part 1: Exploring Shouting
- Part 2: Shout-Free Resolutions
- Part 3: Building Positive Relationship Towers

We will be adding to this series as our work continues with more resources and case studies from schools.

