**Odd Threads : Measures : Considering Concerns activity**

https://www.oddproject.co.uk/provocations/measures/#considering-concerns

# **Considering concerns**

What attitudes and approaches might be present, and influence our ways of seeing children? What impact might these have on how we relate to them, and in turn, their experiences? This activity is a conversation starter to explore these questions.

This activity was originally designed for the Odd Team and a group of undergraduate students training to work with children, with the help of Educational Psychologist Rebecca Wright.

## **Who is this for?**

Adults who work with or care for children, or who are training to do so.

## **Approximate Duration:**

For a Group exercise (20 minutes + 5 minutes per participant for discussion)

## **What you need**

A shared Padlet or other shared online space if remote

A shared writing surface / post its if in person

**Note:**

you may want to agree confidentiality

- so that your discussion remains within your group.

## **Guidance :**

These are fictionalised accounts of teachers’ concerns about children in primary school.

You can either work together as a group using all of the statements, or break into smaller groups to work on a single statement or smaller selection.

If using this in a home context, you can use these to discuss with a friend or co-parent.

* they can find it hard to stay on task when working in a small group or 1-1 with an adult.
* Despite having a significant amount of 1-1 support, they are making very slow progress.
* Concerns have been raised About low levels of attention and retention
* they are very anxious and will pull out their hair and pull on their clothes
* they hug their friend a lot
* When listening in the classroom, they shake and rock their head
* Struggles with change and relies heavily on routine
* Significant language delay and lacking social skills

## **Questions to explore:**

* Do these accounts provoke feelings?
* Are there any ‘atypical’ behaviours which are being alluded to?
* In what ways can we see/hear ‘oddness’ or ‘difference’ being constructed in these accounts?
* What might this say about how children and young people are construed?
* Are there differences in these accounts about individual children?
* Are these differences implied as problematic? How might they be problematic in classroom setting? To whom? Why?
* How are the concerns expressed here relevant to developmental processes?
* What might be difficult about the situation for this child?
* Can you recall ever being considered 'a problem' in school?
* In adulthood are there aspects of your day to day environments that are difficult to navigate in a way that is expected?

And finally

How could we assess the environment / situation rather than (only) the child ?

## **EXTEND THIS EXERCISE to include young people**

Together with the child / children you care for or work with: draw or make a model of their current place for learning.

What features when they show you / tell you about this space?

OR thinking about what things might feel good for them as a place to learn.

Make a drawing or model or a den together.

What furnitures should it have?

What equipment is there?

How warm or cold should it be?

What should be nearby?

How many other people can be there?