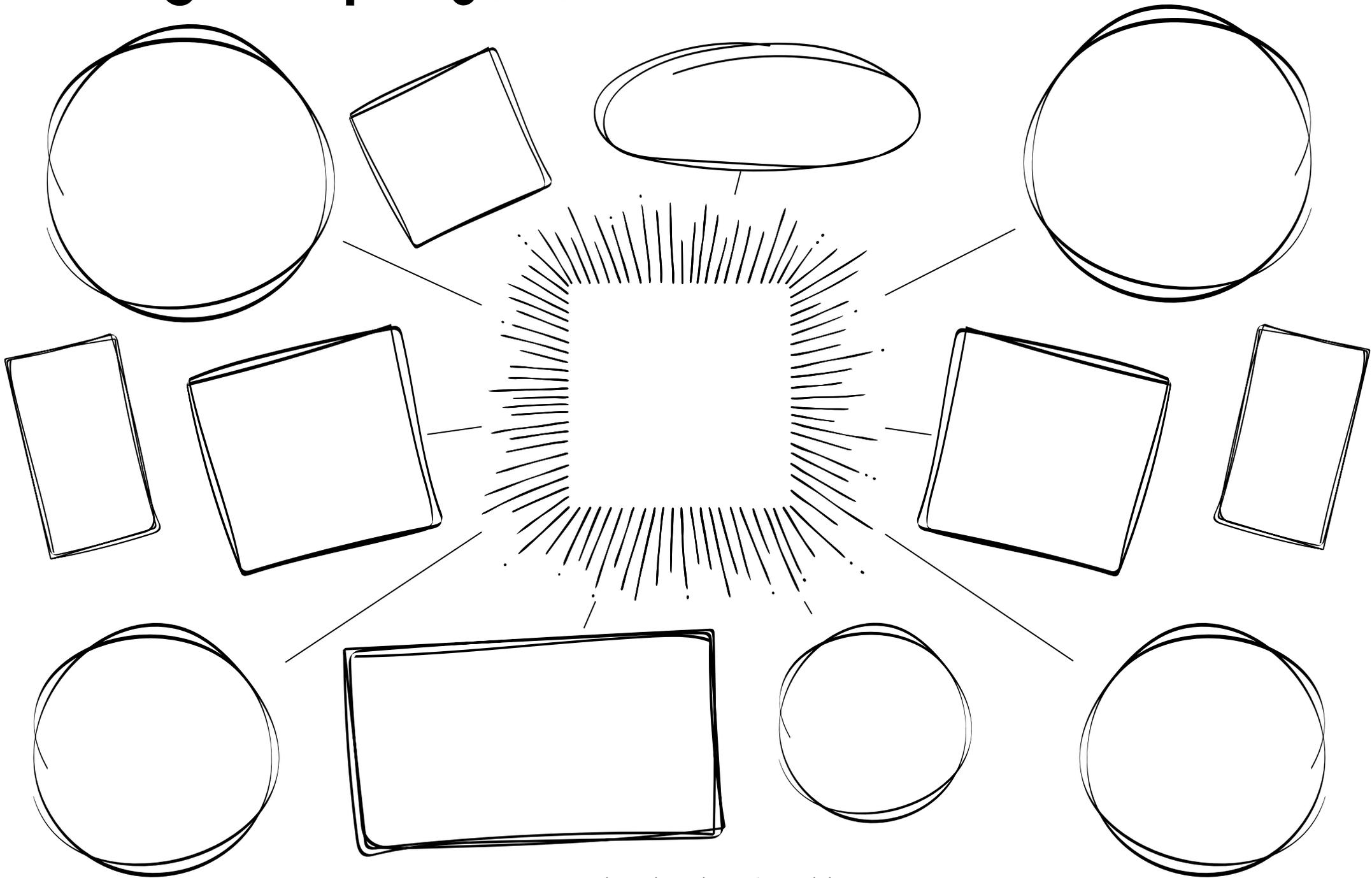


# Great Things about \_\_\_\_\_



# Great Things About Child X

- Supporting Notes -

Some children can take a little longer to get to know and love than others. With this in mind, this resource is designed to help adults who have got to know and like a child to pass on some positive things about them to the adults who'll be supporting them next. This resource can also be used as a self-esteem building tool for a child who may need to have a record of the positive things adults feel about them.

## Picture and Name

Place a photograph that the child likes in the central frame, or ask them to draw a picture of themselves. Use their preferred name in the title. Names are precious so make sure that the child's next supporting adults know what they prefer to be called (and how to say it).

## Great Things!

The next bit is easy. Make a record of a range of great things about this child. Try to look past their labels or issues and celebrate here the things that you like and respect about them, the things that they bring to the classroom. What makes them a good student or friend and the things that interest them. The little things are often the big things here. Think about how the child's next supporting adult might use this tool as a way in to getting to know and like the child. When we tell a teaching assistant that Kaya loves and is very knowledgeable about kangaroos, that teaching assistant has a direct way into a bond-building conversation with Kaya. When we tell a class teacher that Alex loves maths and can focus well on maths problems if he's allowed to sit somewhere calm whilst listening to his music, then we've given that new teacher a way to see Alex shine right away.

It can work well if you collect the great things over a little period of time, noting them down as you notice and remember them. It can also be helpful and self-esteem boosting to involve the child in this process, thinking with them about what things they'd like important adults to know about them. Parents and carers too may have something to add as may peers or other adults currently working with the child.