

**Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.**

## Activity: Trusting transitions

**To support transitions for children moving to a new room, create these 'all about me' boxes as a way to celebrate the child and ensure their interests, likes, dislikes and individual characteristics are taken with them from one room to the next. The shared boxes will help to develop trusting relationships during the transition period.**

### Learning aims

- Personal, social and emotional development
- Communication and language.

### Resources

- Shoe boxes, or similar – one for each child transitioning
- Craft resources for decorating the boxes, e.g. paint, glue, coloured paper, etc.
- Items to represent each child, e.g. photos, pictures, toys, etc.



### Activity outline

1. To support children with their upcoming transition to a new room, support them to think about all the things they want the staff and children in their new room to know about them. What makes them special and unique?
2. Share the idea of the box to take to their new room to share with their new friends and support them to decorate their box. Help them to choose their favourite colours, add a large label with their name and a photograph of their choosing to go on the lid
3. Then choose items to put inside their box. This may include images of their family and friends, pictures of favourite characters from TV shows, favourite toys or other items from their current room. If the items are too large to go in the box, then the child could take a photo of their favourite items instead
4. When the child visits their new room for the first time, plan for them to spend time with their current and new key worker to share the items in the box. Allow the child to lead the interaction (verbal or non-verbal) by choosing what they want to share from their box. The child may also want to share the items with the other children in their new room
5. The child may go back to their current room and realise that they had forgotten to add something to their box – encourage them to add or remove items if they wish. Alternatively, in preparation for their next visit, encourage the child to think about whether they wish to share anything else with the staff and children in their new room

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6. When the child makes the final transition to their new room, make sure they continue to have access to their box, so that they can continue to share with their new friends or to support them to remember their previous room and manage any emotions they may have about making the transition.

### Extension ideas:

- Once the child has been in their new room for a while (six weeks or more), return to their box and reflect with the child about their transition. For example, while their family is likely to have stayed the same, they may have new friends or enjoy playing with different toys.

### NDNA products to support you with this activity:

- [Leadership and management webinar](#)
- [Publication – Children's well-being](#)