

# YEAR 3: LESSON 4 REACTIONS

## LEARNING OBJECTIVE:

*I understand that our emotions can become difficult to manage and that we show this in different ways*

## ACTIVITY MAP

10 MINS	INTRODUCTION (C)
5 MINS	PLAY (C) <i>Mood Dial</i>
15 MINS	EXPLORE (G) <i>Wolf, Fox, Rabbit and Me</i>
20 MINS	EXPRESS (I) <i>When our Towers are Wobbly</i>
10 MINS	CAMPFIRE MOMENT (C)

## LESSON OVERVIEW:

During Lesson 4, we look at what happens when our emotions take over and cause us to react. We use the analogy of the tumbling tower to explore this.

## WATCH OUT FOR...

Some children (and adults) can find re-enacting overwhelming emotions to be upsetting. Be aware of your own emotional state and that of others in the room. Take care to notice and check in with any children who appear to be withdrawn - this could be a less obvious sign of trauma.

## INTRODUCTION

**RECAP** the learning from last week (core emotions) - Introduce the weekly theme and **LEARNING OBJECTIVE** - Discuss the **KEY WORD** *reaction* - **WATCH** this week's film clip [Bear talks to Wolf - Wolf reacts] - **DISCUSS** the key questions

## PLAY

Introduce the Mood Dial and ask the children where the animals are on the scale in different scenarios. Ask the children to move around the room exploring the emotions. Using Slides 9-12, ask the children to move up and down the scale of emotion.

## EXPLORE

Ask the children to think about the animals' towers, when they are steady, wobbly or have tumbled. Put the children into groups of four or five, three children represent one of the animals and the others are themselves. Give each group a scenario to discuss how they/their character would react and then perform to the class.

## EXPRESS

Using the "When our Towers are Wobbly" template, ask the children to fill the animal silhouettes describing our body sensations when their towers are wobbly. They can then do the same with the human silhouette.

## CAMPFIRE MOMENT

Gather around the imaginary campfire, share their work, define today's key word and reflect on the learning. Conclude with the key sentence

**WE ALL REACT DIFFERENTLY TO SITUATIONS. OUR TRUSTED ADULTS CAN HELP US WHEN IT FEELS LIKE OUR TOWER IS WOBBLY OR HAS TUMBLED.**

## KEY WORD:

**Reaction (n)** - an emotion, thought or action made in response to a situation or event, usually not through choice

## TOP TIP:

Mood Dial: With an energetic or excitable group, you could ask them to stand behind their chairs for this activity and express the emotions silently - there is a lot that can be expressed through facial expression and body language alone.

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## LEARNING OBJECTIVE:

I understand that our emotions can become difficult to manage and that we show this in different ways

### INTRODUCTION (5 mins) [C]

1. Play and share the Adventure Map (Slide 2) and recap the learning from previous weeks
2. Introduce this week's theme and learning objective (Slide 3). Read aloud the key word for this week: **Reaction**, asking for suggestions of what the word might mean (Slide 3). *Note: There are no right or wrong answers. This word will be revisited and clarified in the campfire moment at the end*
3. Play the film clip [Bear and Wolf - Wolf reacts] (Slide 4) and answer the discussion questions (Slide 5)

### PLAY:

#### MOOD DIAL (10 mins) [C] Slide 6

1. Discuss what clues our body gives us to know what emotion we are feeling and the different ways an emotion can be expressed. (Our body sensations give us clues to what emotion we are feeling and we express our emotions through our facial expression, body language and tone of voice) (Slide 7)
2. Introduce the mood dial: 10 is an emotion at its peak and 1 is when the emotion is hardly there at all.
3. Ask the children to tell you where the animals were on the emotion scale in the different scenarios (Slide 8)
4. Invite the children to move around the room, exploring what these emotions look like for everyone by starting with 1 and growing to 10
5. Using slides 9 - 12 click to start the 'dial' media in the presentation and instruct the children to move up the scale of emotion as the dial moves up, resetting each time. Click to play start, when instructed on the slide Happy (Slide 9) - Anger (Slide 10) - Sad (Slide 11) - Fear (Slide 12)
6. Engage in a discussion about the activity using the questions as a starting point (Slide 13)
7. Watch the 'We are like Towers' video (Slide 14) and discuss the questions on the slide (Slide 15)

### EXPLORE:

#### WOLF, FOX, RABBIT & ME (15 mins) [G] Slide 16

1. Ask the children to think about moments in the Adventures on the Inside story, and give examples of when the animals' towers were steady, wobbly and may have tumbled. Highlight that the animals react differently when their towers are steady, wobbly or tumbled. A wobbly tower for Rabbit may be different to a wobbly tower for Wolf (Slide 17)
2. Explain that we are now going to focus on what it might look like when our towers become wobbly
3. Put the children into groups of four or five. Three children take on a character from the film: Wolf, Fox or Rabbit. The remaining children in the group are themselves.
4. Give each group one scenario and encourage them to think about how they / their character might react to the situation (Slide 18)
5. Give them time to practise their scenes
6. Pick a group to perform to the class. Discuss the example performance ensuring that the children can identify or discuss what body sensations, emotions and reactions have been shown or can be assumed and what the differences and similarities are between the different characters and children
7. Talk through the discussion questions (Slide 19)
8. Reinforce to the young people how the body sensations happening inside our bodies are clues, telling us what emotion we are feeling. Depending on how our emotion goes up or down will depend on how we react and whether our tower is steady, wobbly or has tumbled down. When our tower become wobbly we can find it difficult to make choices about our reactions, and when our towers tumble down we cannot make choices about how we react, this is when our trusted adults can help us (Slide 20)

**🕒 QUICK RECAP:** Take a moment to recap the learning so far. Ask some quick-fire questions to check the learning has been understood by the young people - Example - What have we been learning about? How does this affect you?

## EXPRESS:

### WHEN OUR TOWERS ARE WOBBLY... (20 mins) [C] Slide 22

1. Explain to the children that we might relate to some of the characters' reactions, emotions and body sensations
2. Give the children a copy of the 'When our Towers are Wobbly...' template. Talk through the example on the board (*Slide 23*)
3. Ask the children if they can remember how we might know when our tower is wobbly (*we might find it difficult to make choices about how we react to our body sensations, emotions and the world around us*)
4. Ask them to fill the inside of the character silhouettes with colours, shapes and patterns to describe what body sensations are happening inside when their towers are wobbly and label which emotion they are experiencing in that example
5. Next, they can do the same with the human silhouette to represent how they feel inside when their towers are wobbly and their emotions are becoming difficult to manage
6. Ask the children to complete the self-assessment (*Slide 24*)
7. When the allotted time has finished, play the campfire music (*Slide 25*)

## CAMPFIRE MOMENT

(10 mins) [C] Slide 25

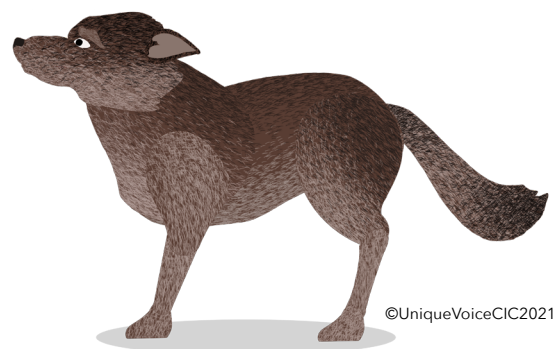
1. Wait for the music to finish before starting
2. Share the definition of the key word (*Slide 26*)
3. Invite any children to show their work to the group or share their learning.
4. Discuss the closing questions (*Slide 27*)
5. Read the Final Thought (*Slide 28*)

## ASSESSMENT OPTION: MEET AND GREET (SLIDE 29)

Ask the children to move silently around the room. When you signal them to stop they must find the person closest to them. They then have 10 seconds to tell the other person the following information:

1. How might you react if you lost a board game?
2. How might you react if you scored a winning goal?
3. When did it last feel like your tower was wobbly?

You could play music and stop it when you want them to stop, clap your hands or simply give an oral command.



**GROUP** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEARNING OBJECTIVE:** *I understand that our emotions can become difficult to manage and that we show this in different ways*

**ACTIVITIES USED** (tick all that apply)

- Role-play / Freeze Frame
- Discussion
- Poetry
- Music / movement
- Guided meditation / mindfulness
- Written / drawn outcome
- Speaking / listening
- Other







**ASSESSMENT METHOD(S) USED**

- blind poll
- post-its
- exit card
- round-robin posters
- lollistick discussion
- Other

**TICK THE BOX WHICH BEST DESCRIBES THE LEVEL OF UNDERSTANDING AMONGST THE GROUP:**

- The group has not achieved the LO yet
- A minority of the group achieved the LO
- A majority of the group achieved the LO
- The whole group achieved the LO

**INDICATE THE TALLY TOTALS FOR CHILDREN'S SELF-ASSESSMENT IN THE BOXES PROVIDED**

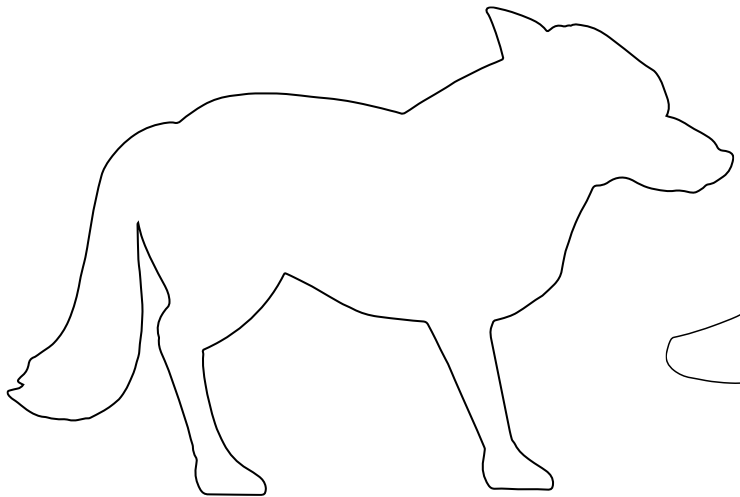
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TEACHER'S NOTES AND NEXT STEPS**

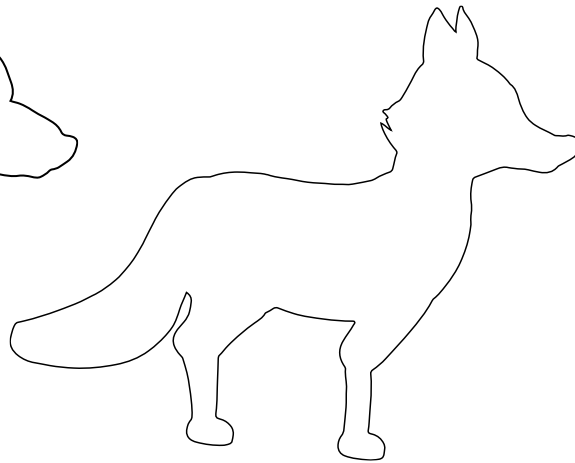
**CHILDREN WHO SECURELY ACHIEVED THE LO**

**CHILDREN WHO WOULD BENEFIT FROM MORE SUPPORT**

# WHEN OUR TOWERS ARE WOBBLY



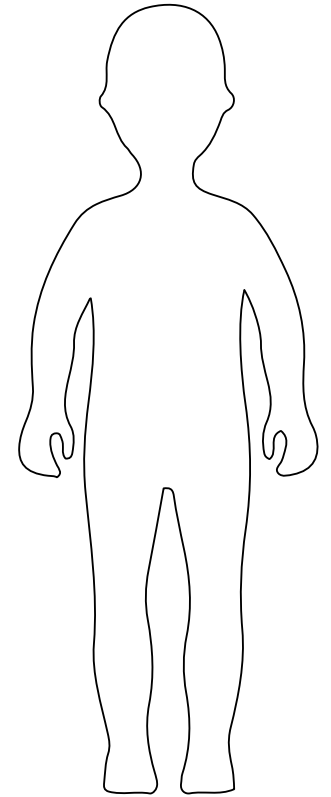
**WOLF**



**FOX**



**RABBIT**



**ME**



Adventures on the Inside  
When our towers are wobbly  
Y3 - W4

**WHAT TO DO:** Using different colours, shapes and patterns, show what is happening to the characters when their towers are wobbly and their emotions are difficult to manage. Think about what body sensations they might be feeling. Is there a colour you could choose to represent each different emotion? Once you have shown what happens to the characters use the person outline to show what happens to you when your tower is wobbly and your emotions are difficult to manage in the me section.

**ANOTHER CHALLENGE?** Add words to your picture of a phrase that might be said if the characters or your tower was wobbly. Maybe you could put these into a speech bubble?

