



YEAR 3: LESSON 6 MY ADVENTURE ON THE INSIDE

LEARNING OBJECTIVE:

I can celebrate and share 'My Adventure on the Inside'

ACTIVITY MAP

10 MINS	INTRODUCTION (C)
5 MINS	PLAY (C) <i>One Minute Journey</i>
15 MINS	EXPLORE (C/P/G) <i>Train Journey</i>
20 MINS	EXPRESS (I) <i>My Adventure on the Inside</i>
10 MINS	CAMPFIRE MOMENT (C)

LESSON OVERVIEW:

In the final lesson, we recap, celebrate and share what we have learnt over the past six weeks.

WATCH OUT FOR...

Remember that some children will struggle to compliment themselves or their peers, or to be complimented by others. Adults can also find this difficult! Don't be afraid to share your own vulnerability with this and/or refer to Wolf in *Adventures on the Inside*, who reacted in an unexpected way when complimented by Bear. Be mindful of any children who may not feel like they have a Trusted Adult in their life (and may have told you this during Session 1. Encourage them to include the Trusted Adult that they would like to have with them on their journey.

INTRODUCTION

RECAP the learning from last week (emotional regulation toolkit) - Introduce the weekly theme and **LEARNING OBJECTIVE** - Discuss the **KEY WORDS** - *adventure, learning, celebrate* - **WATCH** this week's film clip (Climbing the hill) - **DISCUSS** the key questions

PLAY

Discuss the activities or moments the children remember over the last five sessions. Split into pairs to share what they have learnt and then regroup to share thoughts.

EXPLORE

Standing in a line, create a train journey taking a trusted adult along with each child. Make stops along the way exploring each of the last five sessions with an activity.

EXPRESS

Using the 'Adventure on the Inside' template get the children to draw and describe their learning journey, thinking of some examples together first.

CAMPFIRE MOMENT

Gather around the imaginary campfire, share their work, define today's key words and reflect on the learning. Conclude with the key sentence **WE ARE ALL LEARNING - EVEN TRUSTED ADULTS! IT IS IMPORTANT TO RECOGNISE OUR OWN 'ADVENTURE ON THE INSIDE' AND HOW FAR WE HAVE COME. TAKE A MOMENT TO CELEBRATE EVERYONE'S ACHIEVEMENTS ON THIS JOURNEY TOGETHER.**

KEY WORDS:

Adventure (n) - an exciting journey

Learning (n) - the new things we know after a lesson, story or new experience

Celebrate (v) - taking time to feel proud and happy about what we have done

TOP TIP:

The Train Journey activity has many sections - keep the sharing short and snappy to keep the learning moving.

YEAR 3: LESSON 6 MY ADVENTURE ON THE INSIDE



LEARNING OBJECTIVE:

I can celebrate and share my 'Adventure on the Inside'

INTRODUCTION (10 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 words for this week: **Adventure**, **Learning** and **Celebrate**, asking for suggestions of what the words might mean (Slide 3). *Note: There are no right or wrong answers. These words will be revisited and clarified in the campfire moment at the end*
3. Play the film clip [Source of the river - Climbing the hill] (Slide 4) and answer the discussion questions (Slide 5)

PLAY:

ONE MINUTE JOURNEY (5 mins) [P] Slide 6

1. Explain to the children that just as the characters in the story went on an adventure, over the past five sessions, we have been on an Adventure on the Inside too (Slide 7)
2. Discuss as a class: what activities or moments do you remember from our journey?
3. Split the class into pairs and give them one minute on a timer to share with each other what they think they have learnt or discovered on our journey
4. Regroup and invite the pairs to share their thoughts with the rest of the class.
5. Discuss the activity using the questions provided (Slide 8)

EXPLORE:

TRAIN JOURNEY (15 mins) [C/P/G] Slide 9

1. Ask the class to stand up and form a line. Tell them they are going on an imaginary train journey, and will visit different stops along the way where we will recap some of their key learning from the past 5 sessions (Slide 9)
2. Before we set off, ask the children to think about a Trusted Adult they would like to take with them on the journey. This person could be real or imagined. Why did they choose this person in particular? Ask one or two children to share (Slide 10)
3. Start the train journey, moving around the room, encouraging children to include actions and sounds to create the train - click the presentation to move along each stop. At each stop, allow a short amount of time to practise and present and example to the rest of the class. Switch up the train leaders as you restart your journey each time
 1. First stop! Stop the train and explain that the first stop is called **'Body'**. Encourage the children to step out of the train, find a partner and come up with 5 body sensations. Once they have come up with five, they must quickly sit down to show they have finished (Slide 11)
 2. Continue the train journey. Stop at the next station: **'Emotions'**. Children must step off the train, form a group of four, and make a freeze frame with each person showing one of the 4 core emotions (Slide 12)
 3. Continue the train journey. Stop at the next station: **'Reactions'** Call out different scenarios and ask the children to show if their tower is steady, wobbly or tumbled in that situation by either standing still, wobbling on the spot or lying on the floor (Slide 13)
 4. The next station is **'Tools'**. Remind the group about all the tools they discovered last week to help them if their towers felt wobbly. Ask them to stand like a steady tower, go around the class, tapping individuals on the head to bring them to life, they can start swaying like a wobbly tower and then share an idea of a tool to help them feel steady again (Slide 14)
 5. Finish the train journey by arriving at the last stop: **'Now'**. Settle children back into their seats for the Whole Class Discussion (Slide 15)
4. Discuss the activity using the questions provided (Slide 16)

🕒 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:

MY ADVENTURE ON THE INSIDE (20 mins) [I] Slide 18

1. Give each child the 'My Adventure on the Inside' template and explain that they are going to draw and describe their own learning journey using the train tracks and stations in the picture
2. Explain that at each station, they must write and draw about what they learnt at that point in the journey. Think of some examples together (*Slide 19*)
3. Give them time to complete the worksheet, encouraging them to colour it in and add a picture of themselves in the window of the train and their trusted adult in the carriage
4. Ask the children to complete the self-assessment (*Slide 20*)
5. When the allotted time has finished, play campfire music (*Slide 21*)

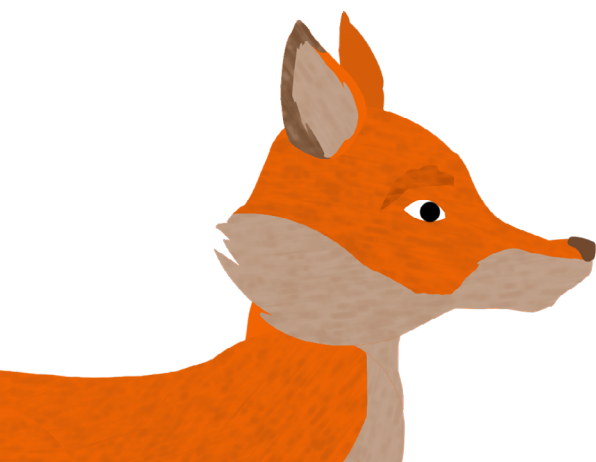
CAMPFIRE MOMENT

(10 mins) [C] Slide 21

1. Wait for the music to finish before starting
2. Share the definitions of the key words (*Slide 22*)
3. Invite any children to show their work to the group or share their learning
4. Discuss the closing questions (*Slide 23*)
5. Read the Final Thought (*Slide 24*)

AFL ASSESSMENT OPTION: ROUND ROBIN POSTER (SLIDE 25)

Have a large piece of paper and some markers / felt tips. Invite children to come up in small groups and write an adjective for themselves on a large piece of paper. Encourage them to add one that nobody else has already written. This could be displayed in the classroom as a celebration of the uniqueness amongst the group.



GROUP _____

DATE: _____

LEARNING OBJECTIVE: *I can celebrate and share my Adventure on the Inside*

ACTIVITIES USED (tick all that apply)

ASSESSMENT METHOD(S) USED







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

- 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:

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

- 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

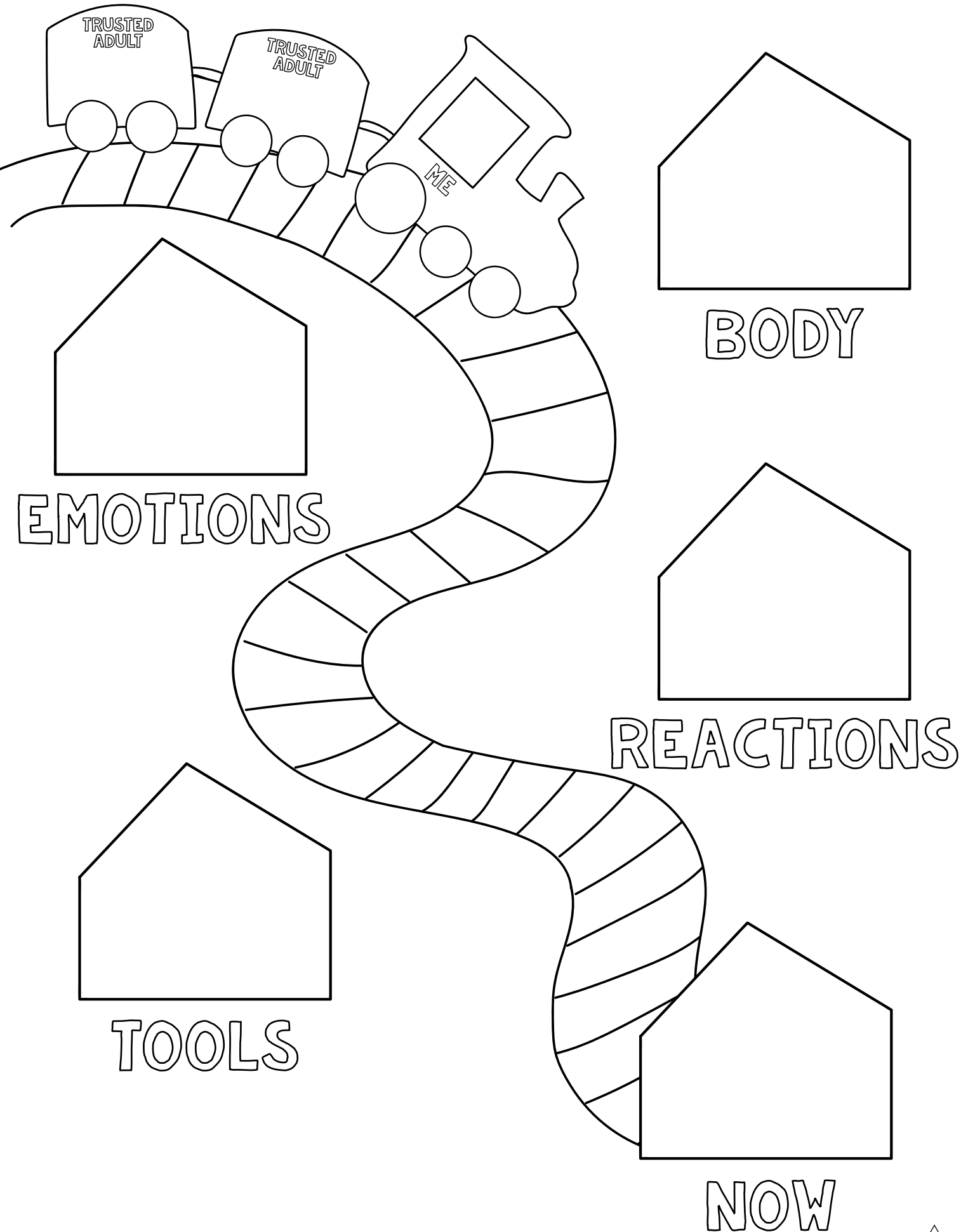
		
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TEACHER'S NOTES AND NEXT STEPS

CHILDREN WHO SECURELY ACHIEVED THE LO

CHILDREN WHO WOULD BENEFIT FROM MORE SUPPORT

MY ADVENTURE ON THE INSIDE



EMOTIONS

BODY

REACTIONS

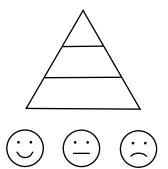
TOOLS

NOW



Adventures on the Inside
My Adventure on the Inside
Y3 - W6

What to do: Draw pictures in each of the station boxes to show what you have learnt at that part of your journey. For example, in 'Tools', you might draw a picture of a tool you have learnt to use to calm yourself. Don't forget to draw a picture of yourself in the train and your Trusted Adult in the carriage.



1



2



3

Y3 Lesson 6: My Adventure on the Inside

I can celebrate and share my 'Adventure on the Inside'.

KEY WORDS
Adventure (N)
Learning (N)
Celebrate (V)

4



5

Sharing Our Thoughts

What have the animals learnt on their journey?

What have you learnt on your journey?

Would any of the animals react differently to challenges now?

6

PLAY:
One Minute Journey

7

One Minute Journey

Just like the characters in the story went on an adventure, over the past 5 lessons we have also been on an Adventure on the Inside.

Discuss as a class: what activities or moments do you remember from our 'Journey'?

In pairs you have one minute to share with each other what you have learnt or discovered on your Journey.

8

Why is our Adventure on the Inside important?

Why is it important to reflect on what you have learnt?

How can we use what we have learnt to help us in our lives?

Sharing Our Thoughts

9

Explore:
Train Journey

10

Train Journey

- Stand in a line
- You're going on an imaginary train journey and will visit different stops along the way where we will recap some of the key learning
- Before we set off, think about a Trusted Adult you would like to take with you. This person could be real or imagined. Who might you take?
- Start the train journey, moving around the room, include actions and sounds to imitate a train

11

Train Journey

First stop! This station is called 'Body'

- Step out of the train, find a partner and come up with 3 body sensations actions
- Once you have finished sit down in your space
- Share your findings with the class and then your teacher can pick a pair to be awarded 'first class tickets', and they become the leaders of the train

BODY

12

Train Journey

Next stop! This station is called 'Emotions'

- Step off the train, form a group of 4 and make a human train, with each person showing one of the 4 core emotions.
- Share your findings with the class and then your teacher can pick a pair to be awarded 'first class tickets', and they become the leaders of the train

EMOTIONS

Once you've finished and shared, off you go on your journey again.

13

Train Journey

Next stop! This station is called 'Reactions'

- Your teacher will call out different scenarios and you can show if your tower might be steady, wobbly or tumbled in that situation by either standing still, wobbling on the spot or lying on the floor
- Your teacher can pick a pair to be awarded 'first class tickets', and they become the leaders of the train

REACTIONS

Once you've finished, off you go on your journey again.

14

Train Journey

Next stop! This station is 'Tools'

- Think back to the tools you discovered last week which help you if your towers felt wobbly
- Stand like a steady tower, the teacher will tap individuals on the head to bring them to life, when its your turn start swaying like a wobbly tower and then share an idea of a tool to help you feel steady again

TOOLS

Once you've finished, off you go on your journey again.

15

Train Journey

Final Stop!
This station is called 'Now' and is where we finish our journey. Sit back in a group for a Whole Class Discussion

NOW

16

Train Journey

How do we feel, having finished our journey?

How can our journey help us now and in the future?

17

PAUSE FOR RECAP

18

Express:
My Adventure on the Inside

19

What to do

- Add all the details about what you have discovered: You and your Trusted Adult, your body sensations, your emotions, your reactions and the tools that help you when you need them.
- Draw yourself now you have been on the journey. Leave a space to write what you have learnt about yourself.

Create Your Own

20

Self-Assessment

How well did your learning go today?
Please complete your learning mountain.

How do you feel after the learning?
Please circle an emoji that fits your mood.

21

Campfire Moment

22

Key Words:

Adventure
(N) - an exciting or unusual experience.

Learning
(N) - the new things we know after a lesson, story or new experience.

Celebrate
(V) - taking time to feel proud and happy about what you have done.

Would anyone like to share their words on what they 'have learnt today'?

23

Closing Questions

How does it feel to celebrate our Adventure on the Inside?

How can you use what you have learnt in your life in school and out?

Have you noticed any changes since going on this adventure?

This week: Try to notice when you use a discovery from your Adventure on the Inside to help you.

24

We are all learning - even Trusted Adults! It is important to recognise our own 'Adventure on the Inside' and how far we have come.

Take a moment to celebrate everyone's achievements on this journey together.

25

Assessment Option:
Round Robin Poster

What did we discover today?