Year 4

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| **Lesson** | **Key Questions:** | **Activities:** | **Intended outcomes** |
| 1 | How can I help other that feel low using the 5 ways to wellbeing? | Today we are going to focus on **helping others** using the 5 ways to wellbeing. In the Year 3 lessons we focussed on ourselves, so the next 3 lessons will now focus on those we share our School or home lives with.  One of the biggest ways we can give others a boost is to get them talking. But, this is easier said than done. Starting a conversation is easy for some people, but for others they find this quite difficult.  **Connecting**, is the first of the 5 ways to wellbeing that we will be focussing on during these Y4 lessons.  Ask for 2 volunteers who are good friends to come to the front of the class. Ask 1 to be the starter of the conversation and the other to answer/continue. See how this goes. Do they find it difficult? No, why? Is it because they know each other well and are used to talking?  Try it again with 2 children who do not normally talk to each other, you do not have to say this, but invite 2 others up and ask them to try it. How did that go?  It will be more difficult as emotions kicking in will stop them from being relaxed in their conversations and as they don’t know each other well, this will also have a big impact on their ability to talk.  Now, send one of them back. As the teacher, you will now become 1 of the people talking.  Introduce the sentence starters sheet. Use it to model how some conversations with a person/child you do not know, could easily be started. Model to the class 3/4 starters and see how long you can keep the conversation going for.  Wat do the class think of these prompts? Do they think they could use them? Perhaps with younger children, or with people of their own age?  Ask the children, in pairs, to use a small talk starter sheet and start conversations with  each other. Ask them to highlight those questions that they found easier to use, perhaps, which ones they would use with younger children and those they may use with people in their class?  Allow time for practise.  Then ask 2/3 pairs to model their use.  Alongside the boost we get from connecting, we also find out so much more about people when we talk and can then drill down to find out more about them once they give a little bit away. Teacher – model this development of conversations, just using the initial reply as a prompt, also sharing their thoughts on the question asked.  E.g. What’s your favourite food? Once you have heard what the other persons favourite food is, you can share yours, then share when you have that, and then go onto share what you don’t like, and see if you have anything in common.  Now that the children get the idea of using ‘small talk’ to start connecting with others, can they come up with some new starters that could be used?  Finish off with a class group of **5 top ways to start conversations**, make new friends, learn new things about others. This can be a mix of starters on the sheet and those new ones created by the class.  This will also give the pupils real life skills linked to the outcomes requested of the new RSE framework based on relationship development. | Children, and adults, will be able to:  **Help and support others** who are feeling low.  Plan and create activities linked to the 5 ways to wellbeing that others can access to move their mood – especially using **‘Connect’** and **‘Be Active’** as a driver. |
| 2 | Can I plan activities for someone I know to get a boost? | Now let’s move onto an active lesson!  Today you are going to take part in a classroom-based movement activity linked to **Being Active** – that will enable you to challenge others and benefit from a boost in this way.  Let me introduce you to the world of Zuu, and for children, **Zuu Chimps.**  **Created by Australian fitness guru Nathan Helberg, ZUU is a form of high intensity interval training (HIIT) that uses movements from the animal kingdom**  Adult Zuu workouts were originally brought in for Navy Seals who, in their sleeping quarters did not have very much space to exercise, so this form of exercise, that works the whole body, was perfect for them to use, 3 times a day, morning, afternoon, evening.  The moves are so high in intensity for the whole body, just a 2 minute workout has a huge effect, so it became known as doing **‘Zuu in two’** was all you needed.  Now have a go at your first Zuu Chimps workout:  Zuu Chimps - Work out 1  <https://www.youtube.com/watch?v=LtNDcXMdmaw>  Frog squats and Bear crawl  How did you do?  Create a class poster that says, frog squats and bear crawls. You’ll be adding to this as we go through and pick up more moves linked to different animals.  Lots of adults from all over the world use Zuu to give themselves a boost in just 2 minutes. Check this one out from !  <https://www.youtube.com/watch?v=KgVwrJZ4stI>  WOW!  Now have a go at Zuu Chimps workouts 3/4 and the final workout sharing Polar Bear press, then write down the differing animal moves on your poster.  <https://www.youtube.com/watch?v=n6v-KsBBB8U>  Workout 3 – Gorillas and Bear Crawl  <https://www.youtube.com/watch?v=LqGxGhxs_LY>  Workout 4 – Bear crawl and sideways bear crawl  <https://www.youtube.com/watch?v=lZnsjtaQ2cw>  Workout 5 – Polar Bear press  Now you have the initial 4 moves and you can bring these into your every day routines 3 x a day for 2 mins each.  Homework: When you get home, find a space in your bedroom, and have a go at doing your own Zuu in two. Can you invite your parents to have a go too?  If you have any time at the end of the lesson, ask the pupils in pairs to draw 2 of the animals to create their own personal Zuu in two and have a practice of it. |
| 3 | How can we put into action what we have learnt? | As a result of your work over the last 2 lessons, come up with a team plan to generate some activities that help **others**, in their class, or others from other classes, access the 5 ways to wellbeing – **especially connecting and being active** which we have looked at in more detail.  Team Challenge: Create a class activity, or a couple of activities in smaller teams, that others will be invited to have a go at. **Focus on including small talk and Zuu in two if needed.**  Think about:  **When?**  During a lesson? At break or lunch time? After School? Breakfast Club? Set as homework?  **Where?**  In class? Outside? At home?  **How? Rules?**  Create a plan, use a mind map if needed, to map out the different elements of the activity.  Link this back specifically to the work you have being doing, looking at getting people **connecting** and **being active** when people need a boost, and helping people understand that this activity can be used **before stressful work, or after**, and they can then use it when needed. And this is not just for helping children, it can be offered to the adults too. |
| Additional notes: | | | |