Year 3

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| **Lesson** | **Key Questions** | **Activities** | **Intended outcomes for these Y3 lessons** |
| 1 | Why, and when, do we need the 5 ways? | Recap from last year’s lessons, or any previous experiences of using the 5 ways to wellbeing, what they are, how the children can find out more about them –  <https://www.youtube.com/watch?v=yF7Ou43Vj6c>  Refer to this link if the concept is new, or to help with the initial conversation – previously used and discussed in KS1 lessons.  In this lesson, you and your pupils, will investigate during a typical day, when they need to incorporate activities linked to the 5 ways to wellbeing, and why they would be helpful at these specific times.  To start with, share a graph that you have produced on the board sharing your daily stresses and strains – indicate times of the day against levels of stress and share why at ertain times your levels are higher, getting resources printed ready to teach, having to be somewhere straight after school, etc. Add in some high stressors.  Talk through your typical day and ask the children to notice when you feel more anxious, vulnerable or low. Explain that if I know that I am more vulnerable at these points of the day, what am I doing to combat the impact on my feelings?  **TASK:** Ask the children to complete a graph for themselves and ask them to share their daily ups and downs.  For those that have completed this task before the others, they can then transfer this data onto a more visual sheet – Create a doc they can colour code (Colour in) hours of the day that share levels of personal emotional challenge. E.g. from 0800 – 0900 this is a really challenging time, so this will be coloured red. Stick them up on the wall and take a look for hours of the day where all of the class feel more emotionally challenged. After highlighting these trends, could the class suggest anything during these times linked to the ‘5 ways’ they could do to help lower the impact of these challenges?  So, now that we have acknowledged everyone has ups and downs, with some being just for us, and others nearly all of us are experiencing at the same time, what are we doing about it? And when do we most need these behaviours to help us as a class and you personally?  Discuss on your table, who uses any of the 5 ways to wellbeing to combat these feelings already? Can we share them across the whole class perhaps to pinch some great ideas? | **Children, and adults, will be able to:**  Acknowledge times of the day when the 5 ways activities should be planned in for themselves – to help combat stresses from their life experiences, environment or other people.  Plan for and create activities that help them to move their mood, when needed during a day, following self-analysis. |
| 2 | Where can we access these around the school? | Who has used one of the 5 ways to wellbeing today and how has it made you feel? Share and discuss examples within the group. Do they always just fall under one of the headings?  Next, within your group, can you discuss key times of the day you need to use some of the 5 ways to wellbeing to give you a boost – refer back to graphs from last lesson if needed in books.  Share some of these within the whole group to make sure they understand that self-analysis is a big skill they will need to identify when these activities need to be included in their daily routines. Explain that it’s not like feeling hungry or tired, our brains don’t tell us we are feeling low until we feel very low and then sometimes it’s even harder to get ourselves back up.  **TASK:** Now use the map of the school (1 each) (You will need to draw, print a copy ready for each group) to write/draw in pictures of activities that you could do in different places around school, but be prepared to share the times of the day with your group as to when you would do them – this is important. And keep within the school rules of where you can and can’t go.  Once complete – share the activities within your group and whole class especially the ‘when’ you need to do them, and you could even share these outcomes with the school if you are able to lead an assembly on this work. |
| 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 **you and your class teachers**, in your class, outside or at home, to get a boost.  Team Challenge: Create a class activity, or a couple of activities in smaller teams, that others will be invited to have a go at.  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 **times of the day** when **you** need a boost. This activity can be used **before stressful work, or after, or after a stressful time you’ve experienced for whatever reason**. Remember this is for the children and the adults in this Y3 class! |
| Additional notes: | | | |